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MODERN FOREIGN LANGUAGES, A FOUR-YEAR PROGRAM (GRADES 9-12).

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BASED ON AN AUDIOLINGUAL APPROACH TO THE TEACHING OF FOREIGN LANGUAGES, THIS CURRICULUM GUIDE OUTLINES GOALS, METHODS, AND MATERIALS FOR SECONDARY SCHOOL TEACHERS OF SPANISH, FRENCH, AND GERMAN. ONE-THIRD OF THE GUIDE OUTLINES GENERAL PRINCIPLES TO ASSIST THE TEACHER IN MOST PHASES OF LANGUAGE INSTRUCTION. THE REMAINDER OF THE BOOK OFFERS STATEMENTS OF THE MINIMAL ESSENTIALS IN THE THREE LANGUAGES FOR EACH LEVEL OF INSTRUCTION IN A 4-YEAR SEQUENCE. SUGGESTIONS FOR TEACHING PRONUNCIATION, SPEAKING, VOCABULARY, STRUCTURES, READING, WRITING, AND CULTURE ARE INCLUDED. (OC)

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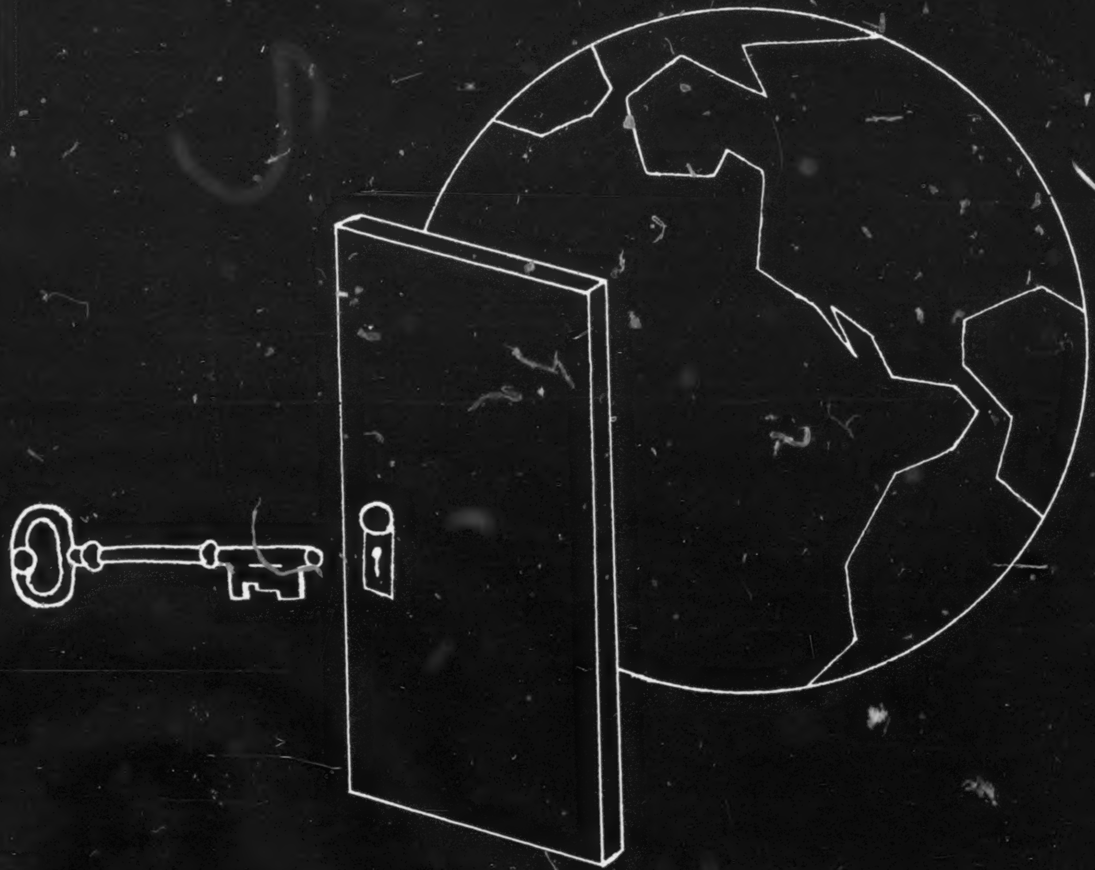
Modern Foreign Languages



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NORTH CAROLINA PUBLIC SCHOOLS

The pursuit of foreign languages is the key to many doors of happiness . . . above all the ability to meet, know, and live in peace with peoples of other lands.—Jacqueline Kennedy

Modern Foreign Languages

A FOUR-YEAR PROGRAM
(Grades 9-12)

FRENCH
GERMAN
SPANISH

STATE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF INSTRUCTIONAL SERVICES
RALEIGH, NORTH CAROLINA
1962

FOREWORD

The United States has great need for persons trained in foreign languages. Without a means of communicating with our world neighbors, we cannot maintain good relationships. In order to be friends with other peoples, we must learn to speak with them.

The learning of a foreign language is both a progressive experience and a progressive acquisition of a skill. Language skills should progress from understanding and speaking to reading and writing. The culture of another people can be experienced through the acquisition of these skills. Language becomes meaningful only as one begins to understand the cultural attitudes and practices with which it is associated. The study of a language broadens the pupil's horizon by opening his eyes to other modes of thinking and other ways of life. By acquiring an understanding of differences between cultures, he gains a better perspective on American culture and a more enlightened Americanism.

If a student is to acquire a language as a ready instrument of communication, he must have every-day practice in the use of the language. The classroom should become a little corner of another world in which the student, through simulated situations, learns to encounter real situations as they would exist in the foreign country. He learns to *use* the language actively rather than to analyze it and talk *about* it.

This bulletin is designed to serve as a guide to the foreign language teacher in the use of the methods and materials necessary to achieve today's goals. It should be considered a statement of the *minimum essentials* for each level of instruction in a four-year sequence and should not be construed as limiting the ingenuity and resourcefulness of any individual teacher to go beyond the suggestions given. The curriculum should no longer be adapted to conditions of the past, or even the present, but to the world of tomorrow.

Chas. F. Carroll

State Superintendent of Public Instruction

July 12, 1962

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NILE F. HUNT

Director, Division of Instructional Services

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Modern Foreign Languages

EMPHASES

The study of a foreign language is viewed as an integration of linguistic skills, cultural knowledge, and attitudes of understanding and appreciation of other people. Hence, stress is laid on a coordinated approach.

By placing emphasis on pupil participation in meaningful experiences and on functional activities and socialized procedures related to the language arts, learning is motivated and practice is made purposeful. Social situations are utilized as often as possible. Giving directions for classroom routines; dramatizing greetings, telephone conversations, restaurant scenes, shopping situations; listening to and singing appropriate songs; viewing films and slides; making tape recordings—all lead to the development of cumulative ability in the use of the foreign language as a tool for communication. Consistent use of the electronic equipment available in each school is imperative.

OBJECTIVES

The immediate objective of foreign language teaching in the schools of the State should be the practical one of communication. From this objective a large number of concomitant values necessarily follow. The following objectives should be kept in mind for all levels of instruction:

Linguistic

- **Listening comprehension**
  Ability to understand a native speaker talking at normal speed about a subject within the student's language experience.

- **Speaking Ability**
  Ability to speak correctly and with good pronunciation and clear enunciation on a subject within the student's experience in the modern foreign language.

- **Reading Ability**
  Ability to read with direct understanding without the ritual of translation, anything within the range of what the student has learned to understand and say; and, in addition, ability to read more difficult materials with the aid of a dictionary.

- **Writing Ability**
  Ability to write correctly whatever he can say.

Social and Cultural

- **An appreciation of the life, customs, and culture of other peoples and civilizations and the realization that customs which are different are not necessarily inferior. The goal of this study is the development of sympathetic attitudes toward other peoples, with a view of eradicating racial, religious and nationalistic prejudices.**

- **A realization of the influence of foreign cultures and civilization upon our own cultural heritage.**

- **The use of the foreign language as an aid in preparation for a vocation or profession.**

- **The development of mental powers, such as attention to detail, analysis and memorization.**

- **A better understanding and more effective use of English. A better understanding of foreign words and expressions used in English and the ability to pronounce them correctly.**

LANGUAGE LEARNING: GUIDING PRINCIPLES

The audio-lingual approach to foreign language study is based on the conviction that language as a communication skill is best developed on the basis of the spoken word. This approach assumes the greatest possible use of the foreign language in class. English is used only where necessary for explanation, equivalencies, or in situations where aims other than linguistic are served. The use of English, when necessary, should be reserved for a very brief portion of the class period, preferably at the end of the period; it should not be interspersed with the foreign language. Time spent talking or hearing English is valuable time subtracted from that available for practicing the foreign language. It cannot be stressed too much that *the use of English should be held to a minimum.*

The process of learning to understand and to speak before learning to read and write is the basis for the sequence of teaching the four skills. In this sequence, writing follows reading. It is necessary to emphasize understanding and speaking because we are concerned with teaching a living language that is widely used in the modern world. The natural corollary is that pupils should be given opportunities to use the language actively in real or simulated true-to-life situations.

Here are presented some of the underlying principles for planning activities that will lead to mastery of the skills essential to foreign language competency. It is well to remember that the skills are not learned completely in isolation. For example: aural comprehension involves listening, understanding and, usually, responding by word or deed. The ability to understand the foreign idiom depends upon discriminating listening; the ability to respond in the foreign language depends upon the ability to pronounce and to speak. Whether these skills are treated functionally or sequentially, they are always regarded as interactive and interdependent.

LISTENING

In learning a foreign language, the listening experience is of primary importance. If the student is to acquire a good pronunciation and to develop aural comprehension, he must also develop the ability to listen attentively and with discrimination.

The voice which the beginning student will hear most often is that of the teacher. Listening to the teacher pronounce words and phrases and speak or read aloud in the foreign language enables the student to concentrate on sounds, intonation and speech patterns. The teacher should increase the listening experiences of the class by the judicious use of disc and tape recordings in both the classroom and the laboratory.

In planning activities related to listening, the teacher will train students:

To listen attentively and with discrimination.
To develop habits of pronunciation and intonation which approximate as closely as possible those of educated native speakers of the language.
To listen in order to be able to reproduce the foreign sounds.
To read aloud with ease and clarity.
To reproduce speech patterns and construct sentences that conform to acceptable usage.
To develop aural comprehension.

PRONUNCIATION AND INTONATION

One of the principal objectives of foreign language study is to speak with good pronunciation and intonation. The development of both, therefore, is an essential part of any foreign language course. Because the basic element of speech is sound, the correct formation of sounds and sound sequences will result in better achievement in all four skills.

Both good pronunciation and intonation are dependent upon good listening habits. Since pupils can reproduce no more than they hear, the habit of purposeful listening should be developed and sustained.

Correctness in reproducing sounds is achieved primarily through pupils' faithful imitation of the teacher's model. The teacher's speech should represent the standard speech of an educated native of the foreign country. It should always be clear, be correct, avoid artificiality and approximate normal speed. The use of disc or tape recordings made by native or near native speakers will help project this standard to the class.

At the beginning of the foreign language course, it is advisable to devote a period of time to teaching the language without the use of graphic symbols or reading. Pupils are thereby encouraged to listen attentively and to reproduce sound sequences without the complications incurred by the differences between the spoken and written word.

After pupils are taught to read the identical patterns they have learned audio-lingually, the association of the individual sounds with their graphic symbols may begin. As in teaching phonics to elementary school children, only words which the pupil can pronounce and whose meanings are known should be used to illustrate a sound. The individual sounds to be emphasized are those which present difficulties or which differ most obviously from the sounds of English.

It is recommended that the major features of the sound system (including vowels, semi-vowels and consonants) be pointed out and associated with their written forms as they are met, after they have been first heard and spoken. Other familiar words containing a similar sound may be used for drill. In projecting individual sounds, care must be exercised not to exaggerate the sound to the point of distorting it.

Anticipating and checking errors in pronunciation are necessary to guard against the formation of incorrect habits. Faulty habits, once formed, are hard to uproot. *Sufficient practice in pronunciation in the early stages of instruction will eliminate the necessity for corrective measures later.*

The development of good pronunciation may be aided by the use of a number of techniques or devices. The language laboratory is particularly effective in developing good pronunciation. Special material designed for pronunciation practice or material designed for mastery in any one of the four skills may be placed on tape with pauses for pupils to repeat and record their imitation of the correct model.

Listening with or without visual texts to passages recorded by native or near-native speakers is an excellent device for developing good pronunciation and intonation. This activity heightens audio acuity still further and provides an additional model for imitation.

Other activities which assist the development of good pronunciation are reciting memorized passages of prose, reading aloud individually or in chorus, acting out short plays, dialogues or conversational sequences, or recording passages on the tape recorder to be played back to the class.

UNDERSTANDING AND SPEAKING

As one of the basic aspects of language learning, the ability to understand spoken language has assumed a highly significant place in the communication arts. Understanding needs to be cultivated with the same close attention and practice as its counterpart, the ability to make oneself understood. In effect, the two interdependent skills, understanding and speaking, are developed concurrently and in close relationship with listening and pronouncing. A larger proportion of language activities should stress purposeful hearing, which is described in the section, Listening, page 3.

From the start, students should be given every opportunity to listen to the teacher speak the foreign language. The listener's aim should be to associate the object, action or idea with the spoken word, phrase or sentence; to understand the reference or meaning; and to respond orally, by action or by concurrent response and performance. Some suggested pupil activities for providing practice in understanding and speaking are:

Exchanging greetings.
Following directions given by the teacher or by a fellow student.
Repeating after the teacher, individually or in chorus.
Asking and answering questions.

Identifying and describing objects and persons.
Making person-to-person introductions.
Giving essential information; e.g., name, address, age, etc.
Presenting holiday greetings and congratulations.
Speaking in small groups within the class.
Directed dialogue (restatement—relay based on teacher's model).
Examples:
T. Marie, demandez-moi où je vais.
M. Où allez-vous, madame?
T. Je vais au marché.
T. Jean, demandez à Marie où elle va.
J. Marie, où allez-vous?
M. Je vais à la maison.

T. Maria, fragen Sie mich wohin gehe ich.
M. Wohin gehen Sie, Fraülein?
T. Ich gehe auf den Markt.
T. Karl, fragen Sie Maria wohin geht sie.
K. Wohin gehen Sie, Maria?
M. Ich gehe nach Hause.

T. María, pregúnteme Vd. adónde voy.
M. ¿Adónde va usted, señora?
T. Voy al mercado.
T. Juan, pregúntele a María adónde va.
J. ¿Adónde va usted, María?
M. Voy a casa.

Use of Textbook

The audio-lingual approach implies and demands an initial period of time during the first year to be devoted exclusively to aural-oral training. During this period no textbook will be used, but the material selected by the teacher should follow closely that presented in the early lessons of the textbook. After this initial period, the textbook materials will be used in audio-lingual practice as well as in reading and writing practice. Careful choice and patterning of text materials for the sequential development of the skills will be needed.

Excellent suggestions for adapting the textbook material for the prereading phase may be found in Patricia O'Connor's *Modern Foreign Languages in High School: Prereading Instruction.*[1] This bulletin provides detailed information about how such performance can be evaluated. Once audio-oral features have been understood and practiced, there is no need to delay the visual presentation. It is recommended that every modern foreign language teacher purchase and use this bulletin.

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[1] Patricia O'Connor, *Modern Foreign Languages in High School: Prereading Instruction.* Washington 25, D. C., U. S. Department of Health, Education, and Welfare, 1960 (Bulletin OE-27000, 1960). Available from Superintendent of Documents, Government Printing Office, Washington, D. C., twenty-five cents.

The time lag between the aural-oral and the visual should not be too long. Aften ten years of experimenting with time lags of various durations at Middlebury, Fernand Marty draws the following conclusion:

> No matter how long or how short the time lag, the introduction of the spelling presented the same potential danger . . . .
> Thus, the long time lag does not present any substantial advantage; it does not insure that good speech habits will be retained. On the contrary, the long time lag presents a real danger because the student cannot prevent himself from seeing in his mind an image of the words he is learning; the long time lag allows him to develop his own personal spelling. Every time he says "finissez" he sees in his mind something like "feeneesay". The longer the time lag, the more firmly entrenched will these wrong spellings become, and the harder it will be for the student to learn the correct spelling.[2]

In the beginning of the first year of language study, the period of purely aural-oral work may be from two to four weeks. As the students advance, the time between audio-lingual practice and introduction to the written word becomes progressively less until aural and visual presentation are almost simultaneous.

Suggestions for Group Leaders

Good teaching encourages active participation on the part of all students as much of the time as possible. When students are given an opportunity to take charge of class or group activities, they will gain confidence in using the foreign language as the medium of communication. For example, they may conduct the lesson in the foreign language:

FRENCH	GERMAN
Regardons le tableau noir.	Sehen wir die Tafel an!
Y a-t-il des fautes?	Gibt es einige Fehler?
Est-ce correct?	Ist das richtig?
Veuillez lire la réponse.	Bitte, lesen Sie die Antwort.
Continuez, s'il vous plaît.	Gehen Sie weiter, bitte.

SPANISH

Miremos la pizarra.
Hay faltas?
¿Es correcto?
Favor de leer la respuesta.
Continúe usted, por favor.

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[2] Fernand Marty, *Programming a Basic Foreign Language Course, Prospects for Self-Instruction.* Hollins College, 1962.

An effective form of activity on a small scale is the "action series." Currently this type of practice often is called "saying and doing", and consists of describing an act while performing it. For example:

FRENCH	GERMAN
Je me lève.	Ich stehe auf.
Je vais à la porte.	Ich gehe an die Tür.
J'ouvre la porte.	Ich mache die Tür auf.
Je ferme la porte.	Ich mache die Tür zu.
Je retourne à ma place.	Ich kehre zu meinem Platz zurück.
Je m'assieds.	Ich setze mich.

SPANISH

Me levanto.
Voy a la puerta.
Abro la puerta.
Cierro la puerta.
Vuelvo a mi asiento.
Me siento.

Effective oral practice may be achieved by varying the pronoun; thus, while one pupil performs the actions, another pupil says, "You get up." "You go to the door.", etc. Similarly, a third pupil may say, "He gets up.", etc., or if the pupil performing the actions is a girl, "She gets up," etc.

The "action series" depends upon activity to strengthen the association of new words and phrases with ideas and concepts. By substituting seeing for action, the teacher can build additional speech patterns. Such activities are based on the principle of relating communication in the foreign language to visualization of a situation or act, without the intervention of English words. The variety of things that can be "done" or acted out through an action series in the classroom is limited. But by using drawings, photographs, magazine illustrations, wall charts and other realia, the range of topics of conversation may be increased. Pictures and realia can supply background, color, variety and interest to the class that is seeking a topic of conversation.

Conversational Sequences

No oral activity is more useful than the dialogue or conversation, for through it the pupil develops fluency in the spoken language in a natural, pleasurable way. However, to give confidence to the learner and to build good speech habits, the teacher will divide the unit into two parts: memorized speech sequences and free oral expression.

First, the sentences in the dialogue are taught by the teacher who sets the standard for pronunciation as well as intonation. Pupils are then encouraged to imitate the teacher as faithfully as possible. Once the sentence sequences have been memorized so that response is automatic, pairs of pupils are selected to enact the dialogue.

Free oral expression follows when the pupil has mastered alternate words, phrases or expressions which he may use as he chooses. To engage successfully in free conversation he must be able to exercise two skills: understanding what is said to him in the foreign tongue and producing a reasonable response in the same language. For the beginner, each conversation should be dramatized so as to connect the word and the action directly. Conversational sequences may be based on the reading material in any classroom text.

Memorizing

In a foreign language classroom, much emphasis must be placed upon memory work. Memorizing is the key to attaining the speaking aim, because speaking activities require prompt recall of a memorized stock of words and phrases. Words, phrases, sentences and common expressions can be learned by heart only if they are used and repeated frequently.

Suitable devices for memorization are situational sequences, action series and substitution patterns. Memory selections may consist of poems, proverbs, brief prose selections and songs. They should be significant and have ethical value and literary appeal.

A poem or fable should be read first with expression by the teacher and the meaning made clear to the class. There should be *no direct translation.* It may then be written on the blackboard, or it may be mimeographed for distribution. Pupils will be asked to read the selection. After all difficulties of pronunciation and meaning have been clarified, the poem is assigned for memorizing. The next day various pupils are called on to recite the poem before the class. Understanding and appreciation should, of course, always precede all memorization. If recordings made by native speakers are available, they should be used.

The teaching of a poem put to music, a popular song or a folk song, provides one of the most pleasant and effective exercises in memorization and recall. A song, nursery rhyme or jingle, appropriately chosen for each year level and topical unit, can be presented in the same way as a poem, and may also be sung at once. The teacher may prefer to play a record of the song, have it recorded on tape and played back, or ask a gifted pupil to lead the singing. Once the words, melody and rhythm are mastered by the class, repetition will yield a memorized version, with the many outcomes inherent in choral or group singing, increased vocabulary, better sense of rhythm and rhyme, and improved pronunciation.

AURAL AND AUDIOVISUAL MATERIALS[3]

Audio materials made by native speakers, such as conversations, readings of prose and poetry and plays, preferably correlated with textbook and reading materials, should be made available in every foreign language department. Recordings of songs and musical selections should be included. Maximum use should be made of these materials in encouraging speaking, oral reading, dramatization, singing, and choral reading.

Both teaching and learning will be facilitated and enriched by the direct association of the foreign language with visual material, such as desk outline maps, wall maps, charts, posters, travel folders, pictures, stamps, coins, slides, filmstrips, motion pictures, magazines, newspapers, costume dolls, costumes or articles of clothing distinctive to other nations, and examples of characteristic crafts.

STRUCTURES (GRAMMAR): GUIDING PRINCIPLES

1. In order to learn a foreign language as a skill, structures must be taught so that (a) their function is clear to pupils as demonstrated by their usage, (b) they become part of pupils' habits of expression.

2. The structures should be taught by using them, and not by describing them either in English or in the foreign language.

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[3] See Bibliography.

3. The use of carefully constructed drills in the foreign language can effectively minimize description and analysis of structure. These drills may (a) illustrate the use of a structural item and (b) provide practice in using all the forms of each item of grammar.

4. When an explanation of the grammatical form is given, it follows the initial use of it in drill. The drill is then resumed. If the grammatical form is difficult enough to require explanation before any drill is conducted, this explanation should be given to pupils.

Because language is learned by analogy and practice rather than by analysis and description, it is recommended that new structures be learned through using the language itself in pattern drills which involve a single change from the already known structure to the new structure.[4]

Pupils should be aware of the meaning of what is being said at all times. The devices used to achieve comprehension without the use of English will depend on the ingenuity of the teacher. English meanings may be given where necessary.

For the simpler structures in the early years, little or no explanation may be needed; for the more complex ones and for those involving abstract ideas, it is recommended that such explanation as clarity demands be given. A minimum of explanation in favor of a maximum of practice, however, should be the watchword. Adequate provision should be made in all grades for frequent review to insure mastery.

READING

A student's pleasure in learning to read a book in a foreign language by himself depends upon the effective blending of a number of factors. These include the type of book selected, the story content, and the teacher's ability to make the reading worth-while. The reading material should appeal to the learner's interests, abilities and maturity level. The story content should be such as to arouse a sense of human interest, as well as cultural appreciation. The teacher's power to arouse and maintain interest at all stages of the reading experience, to direct pupil activities toward comprehension and appreciation, to enrich pupil experience through happy discoveries and associations in the text—new idioms, interesting vocabulary, fascinating descriptions and challenging exercises—all are crucial factors in reading experiences for young people.

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[4] For explanation and illustrations of pattern drills, see *Using the Language Laboratory*, bulletin of the State Department of Public Instruction.

The ability to recognize and pronounce words seen in print is an aid to language mastery. As a means of encouraging students to use their textbooks profitably and to acquire habits of independent reading and research, provision for reading aloud should be made at all levels. The passages or sections read aloud should be short, complete, timely and geared to the larger purposes of the teaching unit. This fundamental training will stimulate the rapid association of sound-word concepts and will offer practice in pronunciation and expression. As the student learns to grasp meaning from the auditory forms of familiar words and phrases, he becomes ready to increase his recognitional span to include the reading of new words through an analysis of syllables, suffixes, prefixes, and stems. Drill should proceed from the sound to the word, to the phonic group or phrase, and finally to the breath group. The thrill of accomplishment comes in the form of a reasonably accurate pronunciation, a good sense of intonation, stress and liaison, and authentic expression. Repetition by individual pupils should be reinforced by group and class chorus work.

From the point of view of the depth which is brought to the reading experience, reading may be classified as intensive or extensive. The former usually includes some reading aloud; the latter is usually silent reading. Extensive reading may also be supplementary reading and may include reading in the foreign language or in English.

Intensive Reading[5]

Intensive reading is intended to develop the ability to understand the written language without the intermediary of English. It serves to build an active as well as a recognitional vocabulary. The reading material may be used not only as a basis for oral discussion, but also to develop appreciation of language patterns and style.

In the early years, intensive reading should be undertaken in the class under the direction of the teacher. During these years, emphasis should be placed on oral presentation. It is suggested that pupils read aloud in order to facilitate the association of the spoken word with the written symbol. Choral reading after the teacher's model helps develop this skill. If properly done, reading aloud helps to improve pronunciation, intonation and fluency. Through this reading additional vocabulary and structural patterns may be learned.

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[5] The material in the following sections on reading has been adapted from *French for Secondary Schools*, Bureau of Secondary Curriculum Development, New York State Education Department, Albany, 1960.

Since the procedures in intensive reading should be adjusted to the pupils' progress as they continue their study of the foreign language, suggestions for the presentation of material during different stages of development will be outlined.

Transition to the Written Word. After the audio-lingual foundation has been laid, reading may be undertaken. Caution must be exercised in the transfer from the prereading phase to the introduction of reading material, since it is at this point that pupils will first see written symbols and associate them with their sounds. Only the content used audio-lingually is to be presented visually at this stage.

1. If the content mastered audio-lingually is in the form of a dialogue whose utterances are in a predetermined order, the following steps are recommended to initiate reading:

- Pupils repeat the dialogue orally several times just before the printed text of the same content is given to them.
- They repeat the dialogues orally several times with the printed text before them, associating the oral with the written form. It is important that this superimposition of the verbal on the written words be done in a manner that is casual and not analytical.
- Pupils may then repeat the dialogue to themselves (silently) as they follow the printed text. This silent "reading" should be done a sufficient number of times in class or as homework so that pupils become thoroughly familiar with it.

2. If the material pupils have learned audio-lingually has been in the form of a variety of expressions (not in any predetermined order), the reading should first be composed of these identical patterns or expressions. In this case, the content, exactly as it will appear in its written form, should be presented as follows:

(NOTE: The oral pattern in the first three steps may be given either by the teacher or a voice on tape.)

- The teacher reads orally while the pupils listen but do not look at any printed material.
- The teacher repeats the oral reading while the pupils now follow silently the printed text.
- The teacher repeats the oral reading of the same text, but in short phrases and with pauses; the pupils repeat the phrase in chorus while reading from the text.
- The teacher and pupils read together the entire selection without unnatural pauses and in chorus.
- As pupils demonstrate proficiency, they may read aloud individually.

3. When pupils first start to read recombinations of patterns learned audio-lingually, the above steps are also recommended.

As Pupils Progress. As pupils advance in the course, the procedures for intensive reading will change.

Oral presentation by the teacher will decrease. The passage or story may be read through only once, with choral repetition reserved for only certain sections. Pupils may read aloud individually sections which they have heard only once, or, where there is little danger of mispronunciation, after they have read the passage silently.

Because pupils will increasingly encounter material which they have not experienced audio-lingually, an elimination of difficulties prior to the reading will be necessary.

Drill and application of this new material to fix content and check comprehension will increase.

The Intensive Reading Lesson. In conducting the intensive reading lesson during the major part of the course, the following procedures are suggested. These may be used in whole or in part, depending on the nature of the selection and on the level of learning of the pupils. In all cases, the teacher must encourage the pupil to concentrate on thought groups and phrases, and guard him against deciphering meanings word by word. It is advisable and desirable that there be a minimum use of English in any phase of the reading lesson.

- The reading selection should be prepared for reading by the elimination of difficulties which might hinder comprehension. The meanings of new words or expressions should be elicited from students and supplemented by the teacher through

gesture
chalk drawings
paraphrasing
definitions
word study (word families, cognates, synonyms, antonyms)

- The reading selection should be read in one or more of the following ways:
  - orally by the teacher, with pupils' books closed
  - orally by the teacher, with pupils following the text
  - orally, first by the teacher, then by students in choral repetition
  - silently by pupils (The silent reading might be followed by pupils' oral reading individually or in roles.)
- The reading selection should be checked for comprehension by the teacher through questions and answers, completion questions, multiple choice questions, true-false statements, or summaries.

The Assignment. In addition to a rereading of the passage, the assignment should provide review of the new vocabulary and idioms in exercises which emphasize functional use of the foreign language content. Exercises involving word study, synonyms, antonyms, word families, true-false statements, completion and multiple choice questions might also be included.

In the assignment of a reading lesson, pupils should be told not to look up words in the end-of-the-book vocabulary for meanings, but to try to infer them from the context and through recognition of word families.

Advanced Courses. In the advanced courses, intensive reading will be more and more limited to passages selected for special interest or for the importance of their linguistic or story content. The passages chosen might represent selections containing key vocabulary, idioms or characteristic structures, content of literary value or both. Learning units are longer; questions are broader and include references to character, story and plot, as well as new language patterns. Pupils may be given passages to prepare intensively without exhaustive intensive practice in class.

Extensive Reading

Silent Reading. Although reading aloud becomes an important part of the pupils' practice period, either in the laboratory or in the classroom, it must be remembered that silent reading is the form of reading most prevalent and useful to the individual. Silent reading is introduced and developed in the intensive reading lesson, as described above. It might be extended first to the silent reading of some of the passages of the regular text which need less preparation by the teacher and then to the reading of other books and materials.

Purposes. Extensive reading has as its principal purpose the rapid comprehension of material for the increase of reading skill and the acquisition of an increased passive vocabulary. The amount of material read in this fashion is augmented as pupils advance. As pupils' reading power increases, their enjoyment also increases, provided the material chosen is of interest and value.

Types of Material. Extensive reading should in general be based on a wide range of material containing elements for enrichment in literary and cultural backgrounds. The material chosen may be read in class or independently by pupils. It might be fiction or nonfiction. Periodicals and newspapers may be used. In all cases the comprehensibility of the material should be consistent with the pupils' linguistic achievement and intellectual maturity.

Procedures. Although extensive reading implies independence in this activity, the teacher should instruct the student in the art of reading rapidly for comprehension. Before such practice begins the teacher may:

- Motivate the story, giving a brief explanatory statement.
- Explain the new words or difficult phrases needed for understanding the main point.
- Present a list of questions to the students as a guide for their reading.
- Announce in advance that an oral or written summary will be required.
- Have students formulate questions on the content after they have been trained in these techniques.

Immediately after the selection has been read, the teacher may check the student's comprehension of the content.

When pupils are to select their own material for extensive reading, it is recommended that a specially selected reading list be posted in the classroom and in the school library. Students should be counseled individually by the teacher in regard to their choice of reading matter. Careful consideration should be given to the pupil's interests and abilities. Each student should be expected to assume responsibility for the reading assignments. To insure the completion of his task and to check his comprehension of the content, oral or written reports or answers to key questions may be requested.

Supplementary Reading

Purposes. Supplementary reading not only enriches pupils' concepts of the foreign country, its people, their ways and achievements, but stimulates them to pursue their interest in reading in the foreign language.

The reading of suitable supplementary materials should be required in the course of study for each grade.

Materials[6]. In the beginning years, especially when the audio-lingual foundation is being laid, supplementary reading may be done in English. As pupils progress, they should be guided into reading an increasing amount of material in the foreign language. Whether in English or in the foreign language, the outside reading should permit individual choice in the selection of reading matter and may encompass fiction or nonfiction, including information on travel, sports, customs, biography, history, science or other areas of knowledge. Correlation with other curriculum areas is recommended.

Supplementary reading in the foreign language may be begun as soon as pupils are able to read on their own and where suitable reading materials are available. This reading should be, in general, simpler in language content than intensive or extensive reading, since the aim of supplementary reading should be to increase the pupil's enjoyment and give him a sense of power in independent reading. Even in the beginning years, pupils enjoy reading simple texts on their own. As they progress they might read adaptations of literary works, newspaper and magazine articles or selections from varied printed materials. A wide choice to conform to pupils' varied interests is essential. Where books are suggested, school editions containing helpful aids to comprehension are suitable; foreign materials in simple language are also suitable.

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[6] See Bibliography.

Encouraging and Checking Supplementary Reading. Teachers should encourage supplementary reading by giving pupils extra credit for books or articles read in addition to those required. A record might be kept of pupils' reading. Oral or written reports might be made on the material read. Students should also be encouraged to read foreign language books during the summer.

WRITING

Developing the ability to write without reference to English is the principal aim. To accomplish this purpose, the writing is at first dependent upon material learned audio-lingually and experienced visually. The dependence on hearing, speaking, and seeing identical patterns before writing them is lessened as pupils gain automatic control of patterns or combinations of patterns.

Although writing has a lesser role in the audio-lingual approach, it is important in reinforcing learning, in fixing expression and vocabulary learned through reading, and in giving pupils an opportunity for written self-expression. It is through writing that a student eventually arrives at a certain degree of accuracy.

Generally speaking, there are two levels of written expression. One follows a model and is guided or imitative. The other is free and creative.

In the early stages, imitative writing should be emphasized. The student should practice writing by copying the identical material which he has mastered during the phases of hearing, understanding, speaking, and reading. Practice in copying exactly a few sentences in authentic language helps the student to learn the correct written form and minimizes the possibility of error. Meaningful word groups and not single words should be practiced. The exercise of copying avoids recourse to English and keeps the student within the sphere of the foreign language.

Writing may be begun soon after the student has been introduced to reading. It is imperative that good habits of writing a foreign language accurately be established from the very beginning.

Dictation

Dictation is a valuable exercise in the development of the writing skill. Its chief value is that it reveals the degree of the student's comprehension and the extent of his mastery of language structure. Dictation affords opportunity for training and practice in:

Auditory acuity
Aural comprehension
Correct spelling
Grammatical accuracy as shown by inflectional endings

When planning a schedule of dictations, the teacher should keep the following in mind:

- Dictation should be given at regular and frequent intervals in every grade as an aid to retention.
- The passage selected should be closely related to the particular grammatical point, idiom or pronunciation topic being taught or reviewed.
- The time element should be carefully controlled so that dictation is part of a larger language unit and is accompanied by other outcomes and values.
- Dictation is an instructural procedure which may be used as an effective device for diagnosis and review, as well as for presenting new material and re-teaching.
- The same dictation may be given later for re-teaching or testing.
- A record of the student's personal progress in dictation should be kept. All dictations form a vital part of class notes.
- Gifted students should be taught to give dictation and conduct correction work.
- Where the language laboratory or electronic equipment is available, dictation should frequently be a part of the class work. Students need to become accustomed to hearing different voices in the new language.

A suggested procedure for giving dictations is:

- The teacher introduces the passage with a brief motivating comment.
- Alert and attentive listening without interruption should be practiced during each of the three readings.
- For the first reading, the teacher reads the entire passage while the pupils listen.
- For the second reading, the teacher reads the passage slowly, speaking words in breath groups as the pupils write.

- When the second reading has been completed, the teacher reads the passage again at normal speed. The pupils check their work for errors and omissions.
- A dependable pupil may be assigned to write the passage on the blackboard.
- At the end of the dictation, pupils may exchange papers.
- The exercise on the board should be corrected first and should serve as a model for the corrections to be made on the pupils' papers.
- Common errors should be discussed and basic principles restated. The correction work should be coordinated and summarized.

Composition

Composition is the original, independent and free manipulation of language. It requires imagination, resourcefulness and skill. The ability to express or "compose" one's thoughts in any language is always a difficult task which requires a knowledge of words, idioms and correct usage, as well as a background of ideas.

A student may begin writing a composition in the first term of language study following a model sequence given in the textbook or constructed by the teacher as an "experience chart." Thus, a model chart or textual summary may be given in the foreign language, such as:

Paul is a French boy.	Mary is a Mexican girl.
He lives in Paris.	She lives in Monterey.
He is fifteen years old.	She is sixteen years old.
He goes to a technical school.	She goes to school.
He studies English and science.	She studies history and Spanish.
He likes sports and movies.	She likes to sing and dance.

The outline for a *guided* composition along these lines may be based on one of the following types:

- A model chart or pattern description for the student to copy and alter to fit his personal situation.
- A list of phrases and idiomatic expressions arranged in sequence or in a series.
- A set of questions for the student to answer in the foreign language, using the vocabulary and idioms supplied in the question as a base. The answers, written in paragraph form, may constitute a composition.
- Description of a picture or narration of a story represented by a series of pictures.

Students progress from closely guided writing to controlled writing. This may take any of the following forms:

- Changing a story from one tense to another, from one person to another.
- Changing the form of a story from dialogue to narrative, from narrative to dialogue, dialogue to letter, and other forms.
- Rewriting sentences to vary the sentence structure.
- Summarizing, utilizing the expressions of a given passage.
- Writing directed dialogues. See page 6.

Controlled composition is controlled writing in which the controls are gradually lessened. The following are suggested means:

- Summarizing passages in their own words.
- Using topic sentences to develop paragraphs.
- Writing short letters.

Gradually, the students may be allowed to progress to such forms as dramatizations, personal narratives, descriptions, reports and letters. Freedom in writing original and individual compositions should be given when the student gives evidence of being able to express himself accurately and effectively in the foreign language.

TESTING

Testing should be used as an instrument of instruction as well as of diagnosis and of attainment. A test should challenge the pupil to his full capacity in every phase of language activity. Sufficient time should be given to explanation of errors when tests are returned. Failure to do so may result in loss of opportunity to do much valuable teaching.

It is important to test the four language skills. This may be done by the following and similar procedures:

- Suitable anecdotes read by teacher to test comprehension.
- Completion exercises.
- Dictation of appropriate material.
- Questions and answers based on oral and written selections.
- Substitution of English forms by corresponding foreign language forms (especially good for verbs).

- Replacement of nouns and phrases by pronouns.
- Rewriting of paragraphs, making changes in tense, or person, or number, etc.
- Multiple choice.
- Matching words and phrases to show same relationship, such as, *la tête et le chapeau - - - - la main et.................*

CULTURAL MATERIAL

Language itself is an expression of a country's culture. Language is "the total belief and behavior patterns of a language community."[7] It is one of the means by which students can come to understand the culture of a people, what lies behind its traditions, customs, and mores. Teachers should take every opportunity in teaching a foreign language to acquaint the students with "belief and behavior patterns" as expressed in the language. Cultural information should be introduced at all levels as a planned part of learning the language skills. The following list of suggested items for grades 9 and 10 is by no means all-inclusive.

- Cultural attitudes as expressed in greetings and farewells.
- Interpersonal relationships as expressed by the use of tú or Vd., tu or vous, du or Sie.
- An understanding and knowledge of our Hispanic, French, or German heritage through geographical place names, famous explorers, heroes, statesmen, writers, artists, musicians, and scientists.
- Influences reflected in our language, food, dress, furniture, architecture, music and art.
- The use of sacred words in names and exclamations.
- Introduction of common games, dances, songs, folklore, names of common foods.
- Saints' days and birthdays.
- Holiday customs.
- Common proverbs and sayings, with the philosophy that they represent.
- Sports and amusements.
- Metric system.
- Traffic signs.
- Social classes and attitudes toward work.
- Educational system.

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[7] Nelson Brooks, *Language and Language Learning.* New York, Harcourt, Brace, and World, 1961. page 206

- Geographical aspects of the country (countries).
- Government.
- Monetary units of several countries.
- Means of transportation.
- Attitudes toward courtship and marriage.
- Attitude toward women and the status of the family.
- Social courtesies and formalities.
- The status and prestige of the professions.
- Manifestations of social progress, e.g., progress against illiteracy, health programs, and land reform (for Hispanic countries).
- Selected important historical dates and what they represent.
- The OEA, ORGANIZACIÓN DE LOS ESTADOS AMERICANOS, and its role (for Spanish).
- Economic life.
- Arts and crafts and their manifestations in everyday life.

There is no priority implied by the order of listing. Topics should be taken up as they become pertinent through current affairs: the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs. Students may be encouraged to explore in the fields of their individual interests, but care must be taken not to devote so much time to this phase of language study that time needed for practice on the basic skills is diminished.

In grades 11 and 12, cultural insight will be further developed through the reading. Emphasis in these years will be on representative writers and literary movements, past and present, as they reflect the political, social, and cultural development of the countries.

At all times the teacher will plan to correlate and integrate the cultural phase of language teaching with related activities in social studies, English, music, art, science and other areas of the curriculum.

One language makes a wall; it takes two to make a gate. (William Riley Parker)

FRENCH: FOUR-YEAR PROGRAM

FRENCH I

(GRADE 9)

AURAL-ORAL

Pronunciation and Intonation

It is suggested that words containing new sounds or sound sequences be incorporated into language content gradually and progressively until all sounds have been met and practiced. It is important that complete coverage of the principal points of the sound system of the language be experienced.

To understand the principles of sounds and spelling, a student needs to have a basic recognition of syllables. (For example: symphonie and symetrique.) A *recognition* of phonetic symbols will help the student pronounce new words. These symbols may be taught gradually as they occur. No elaborate study of phonetics should be presented to students in an elementary course. Whether or not attention should be paid to phonetic spelling as a guide to sounds may be left to the discretion of the individual teacher. *In any case, students should not be expected to write phonetic spelling until the advanced levels.*

Liaison should be learned through functional use reinforced by simple rules. It should be pointed out to the student that he will hear variations in liaison on the part of native speakers, but that there are certain cases where liaison must be observed.

Intonation patterns should be learned primarily through imitation. The general overall rule of rise at the end of phrases and of rise and fast fall at the end of sentences is a sufficient requirement for theory. Pupils should be given experiences, however, both in hearing and speaking, of many examples of different intonations, such as those used in expressions of amazement, surprise, doubt, curiosity, pity, fear and joy.

Pronunciation practice should continue even after reading has become predominant in the course. In this phase, drill on individual words or sounds may take place where needed; drill on the pronunciation and intonation of whole phrases assumes a more important role.[8] A systematic review of the basic elements of the sound system as applied to new words and phrases might take the form of a brief daily drill or exposition on one or more important sounds (example: the sound (e) as in appeler, appelez, appelé, appellerai; or the spellings in homonyms, such as the sound of cent, sans, s'en, sang, sent.)

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[8] Experienced and fluent speakers of French must be aware of the newness of this language for their students and not demand repetition of too large a unit with insufficient prior hearing of it. It is suggested that teachers refresh their memory of how hard a task this is by trying to mimic material from a language totally unknown to them—say, Russian or Chinese. The experience will be illuminating and often humbling.

Contrastive sounds in series provide good practice in sharpening pronunciation (examples: roue-rue, boue-bu). This review might take only a minute or two of class time. Words recently used in class should provide the point of departure. Only words whose meanings are known should be used in the drills as far as possible so that the images of hearing and speaking may fuse with meaning for better results in language learning.
See also section on Pronunciation, pp. 3, 4, and 5.

Understanding and Speaking

French should be the language of the classroom as much as is practical and possible. If the teacher, from the very beginning, conducts the class in French, the pupils will soon master a considerable number of expressions used in classroom routines as well as in the amenities involving expressions of greetings, health, weather, and relationships of people and things. The pupils must listen not only to comprehend, but to reproduce the sounds, sound sequences and intonation of the teacher or of taped material. Neglect of basic ear-training will result in the inability of the student to acquire an authentic accent.

Among listening experiences pupils might have are those involving action responses. The following device demonstrates how a beginning pupil must listen carefully:

Standing in rows or arranging themselves in teams, the students make non-verbal responses to commands such as: Montrez-moi le crayon. Those who do not respond to the action are "out." Greater attention is demanded if pupils are instructed not to follow the command unless it is preceded by the words, *Simon dit*. Failure to pay careful attention and to associate sound with meaning is immediately noticeable.

See pp. 2-6 for suggestions on these phases of language learning.

Most of the class time in the first year should be used for listening and speaking practice. It is assumed that most of the reading and writing activities will generally be carried on outside of class. It is well to bear in mind that all of these skills are interrelated, and that the time spent in listening comprehension and speaking practice not only contributes directly to the development of skill in reading and writing, but is the base upon which these skills are built.

Vocabulary and Idioms

Vocabulary and idioms in all cases should be presented functionally and in context. Traditional textbooks will need to be adapted to the structural approach. Emphasis should be placed on a basic vocabulary to be mastered through abundant practice in and out of class and in a variety of situational contexts. The use of this vocabulary in all four skills is recommended to reinforce learning.

Besides the basic vocabulary used actively in speaking, the student will develop a passive vocabulary needed for aural and reading comprehension. The passive vocabulary for reading comprehension eventually far outstrips vocabulary for aural comprehension.

In the first year, vocabulary and idiom should be subordinate to structure. It will be impossible for a student to master actively all the vocabularies in the traditional textbooks. The teacher should refer to *Le Français Fondamental* (See Bibliography, p. 72) for selecting the minimum vocabularly required for the understanding and speaking skills.

The use of audio-visual aids in building vocabulary or in drilling new words is effective. *Words should always be used in sentences.* Such aids might include:

pictures
filmstrips
comic strips
chalk drawings
posters
slides
calendars
moving pictures
cartoons
game materials
maps

The use of inference and association is another device in building vocabulary. Skill may be developed by:

association
deriving the meaning of a word
cognates and partial cognates
word families
grouping

STRUCTURES

Structures should be taught through use in the foreign language until they become part of students' habits of expression. They should be taught in situational context. Items required for mastery may vary for each skill. Aural comprehension of all structures within the vocabulary and idiom of the grade should be required. Limitations must be carefully drawn for the speaking skill to provide competency in the most useful forms of each grammatical point and the most useful forms of the verbs. All items of structure in all forms are necessary for reading. When students have mastered a sufficient number of structural forms, the reading need not be tied to the structures learned in class.

The following outline will serve as a guide for the structures to be mastered in grade 9:

Articles
- Definite and indefinite
- Contraction with *à* and *de*
- Use with *de* for possession
- Partitive
- With parts of the body and clothing
- With parts of the day
- Omission with *cent* and *mille*

Nouns
- Gender and number
- Formation of regular plural
- Irregular plurals as they occur

Pronouns
- Subject pronouns including *ce* and *on*
- Direct and indirect object, including *en* (but not *y*)
- Demonstrative

  The only forms of the demonstrative pronouns that are much used are *ce* (c'), (in: c'est and ce qui, ce que), and *ça*. The most common demonstrative pronoun in the spoken language is *ça*. Teach the use of *ça* and *ce* in:

  Example: C'est Pierre; c'est lui; c'est ça, ce que vous voudrez; ce qui arrive.

  Teach progressively as needed.
  celui-là, celle-là, ceux-là, celles-là,
  celui-ci, celle-ci, ceux-ci, celles-ci,
  celui, celle, ceux, celles, (with de),
  ceci, cela (From *Le Français Fondamental*)
- Disjunctive
  - as object of preposition

- with compound subject
- after *c'est*
- with *être à*

Interrogative
- qui, que, qu'est-ce que, qu'est-ce qui, quoi

Relative
- qui, que, où

Adjectives
- Agreement and position
- Formation of regular feminine
- Irregular feminines as they occur
- Possessive
- Interrogative—quel etc.
- Demonstrative
  - First—ce, cet, cette, ces
  - Later—ce livre-ci, ce livre-là, etc.
- Comparison
  - Regular and some irregulars

Adverbs
- Regular comparison
- Use of *donc* with imperative

Verbs
- First conjugation
- Second and third conjugation verbs as needed. (The list in *Le Français Fondamental* contains 179 regular verbs, of which 156 are of the first conjugation.)
- Common irregulars (see list)
- Three imperatives
- Use of *est-ce que* for interrogatives
- Affirmative, negative
- Interrogative, negative-interrogative
- Reflexive verbs in present tense
- Orthographic changing verbs as needed
- Agreement of past participle with *être* verbs
- Use of *voilà* and *il y a*
- *Pour* plus infinitive
- *Aller* (present) plus infinitive
- *Vouloir* (present and conditional of courtesy) plus infinitive
- Common idioms with *avoir* and *faire*
- Functional use of any verb needed for classroom routines

Tenses:
- présent, passé, composé, futur

Irregular verbs
- être
- avoir
- aller
- faire
- dire
- voir
- vouloir
- venir
- prendre
- mettre
- lire
- écrire
- boire
- ouvrir
- croire (present)
- devoir (present)
- s'asseoir (present)
- pouvoir
- savoir

READING

The transition to reading from the completely audio-lingual phase occurs when pupils show a readiness to read or when the teacher otherwise deems it advisable to begin the reading. The time-lag should not be too long. See pp. 11-17.

After the transition and for some time following it, only the identical speech patterns pupils have learned audio-lingually should be presented for reading. Students may then be given recombinations of the patterns in the form of short anecdotes and stories. Later they may read material which they have not experienced audio-lingually. At first, the material should be easily comprehensible through association with already known forms; gradually the reading increases in difficulty. When reading is assigned for homework, the danger of mispronunciation and the use of the end-of-the-book vocabulary should be minimized through proper preparation of the material in class. Oral reading by teacher and pupils or teacher (or tape) alone should characterize the reading during the major part of the first year. The teacher's oral presentation gradually decreases during the second half of the year. Reading without translation should be the aim. Some suggested readers for first year:

Bond et al. *Graded French Readers*, Elementary Series. D. C. Heath & Co., 1961 edition. Book I, *Sept-d'un-Coup*, a folk tale, and Book II, *Aucassin et Nicolette*, a twelfth-century romance, are suitable for first-year work. Book III, *Les chandeliers de l'Evêque*, episode from Hugo's *Les misérables*, may be used for superior students. Each book, $.85. Books I-V in one volume, $2.85.

Bond et al. *Graded French Readers*, Elementary Alternate. D. C. Heath & Co., 1961 edition. Book I, *Dantès*, episode from Dumas' *Comte de Monte-Cristo*, is suitable for first year. Book III, *Cosette et Marius*, episode from Hugo's *Les misérables*, may be used for superior students. Book I, $.85. Book III, $.90. Books I-V in one volume, $3.00.

Ceppi. *L'aventure de Ted Bopp*. D. C. Heath & Co., n.d. $1.10.

Ceppi. *Le casque invisible*. D. C. Heath & Co., n.d. $1.10.

Ceppi. *Les emplois de Pierre Quiroule*. D. C. Heath & Co., n.d. $1.35.

Croteau and Selvi. *Premières lectures culturelles*. American Book Co., 1960. $2.50.

Hills and Dondo. *Contes dramatiques*, Revised. D. C. Heath & Co., n. d. $2.80.

Hills and Dondo. *La France, son histoire, sa civilisation, cours élémentaire*, Revised. D. C. Heath & Co., 1949. $2.80.

Keating. *Carnet de voyage*. Appleton-Century-Crofts, 1959. $2.25.

Keating and Moraud. *Cultural Graded Readers*. French Series: Elementary. American Book Co. Book 1: *Audubon*. 1958. Book 2: *La Fayette*. 1958. Book 3: *Lafitte*. 1958. Book 4: *Les du Pont:* 1959. $.90 each. Alternate French Series: Elementary. Book 1: *Molière*. 1961. $1.00.

WRITING

In the first year, writing should be limited mainly to what the student has learned to say. Emphasis should be placed on writing complete sentences. Initial stages of writing should consist of copying, then structural substitution (change in adjectives, gender, substitution of pronouns for nouns, and later change in tense of verb.) Simple conversational sequences like those done orally may be written for practice in accuracy and correct spelling. Dictation of familiar material should be used frequently.

CULTURAL BACKGROUND

The study of cultural materials should follow a general plan which begins with the immediate environment of the pupil and the relationship of France to the United States. This is an important part of the work in any year of the study of a language.

Topics should be taken up as they become pertinent through current affairs; for example, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs. After the first year the topics should be reviewed, amplified and enriched, both in content and development, according to the needs of the class, the individual interests of the students, and the experience of the teacher.

At all times the teacher will plan to correlate and integrate the cultural phase of language teaching with related activities in other areas of the curriculum. See also pp. 22-23.

FRENCH II

(GRADE 10)

AURAL-ORAL

The work of the first year should be continued and expanded. One needs to put constant stress on correct pronunciation and intonation through listening and speaking practice. Time should be allowed each day for some reading aloud either individually or in chorus. The teacher should strive to give students the opportunity to assume the initiative frequently in such activities as question and answer sessions in French.

Electronic equipment, or the language laboratory, should be used at regular and frequent intervals to give practice in aural comprehension and structural patterns.

VOCABULARY AND IDIOMS

Vocabulary learning continues to be subordinate to and dependent on the learning of structural patterns.

STRUCTURES

The study of structures generally found in first and second-year textbooks should be completed in this year.

Articles
- Use with:
  - nouns of weight and measure
  - nouns in a general sense
  - days of the week and certain expressions of time (l'année prochaine)
  - common place names
  - language except after *parler* and *en*
  - titles
  - modified nouns of nationality, profession or class
  - abstract nouns
- Omission with:
  - *quel* as an exclamation
  - unmodified nouns of nationality and profession after *être*.
  - unmodified nouns in apposition

Nouns
- Irregular plurals not encountered in the first year

Pronouns
- Use of *y*
- Relative:
  - ce qui, ce que, quoi, lequel, dont, ce dont
- Demonstrative
  - celui qui, celui que, etc.
- Interrogative
  - lequel, etc.
- Disjunctive
  - For emphasis
  - After *que* in comparisons
  - To form compounds: moi-même, etc.
  - C'est moi qui, etc.
  - (Ni) moi non plus
- Indefinites
  - On, tout, chacun, quelque chose, etc.
  - Adjectives used as pronouns

Adjectives
- Irregular feminines not encountered in the first year

  - Irregular comparatives
  - Indefinites
  - Use of past participle as predicate adjective (il est blessé, etc.)
- Adverbs
  - Formation from feminine adjective
  - Position
  - Irregular comparison
  - Use of *tout*, *tout à fait* as adverbs before adjectives
- Prepositions
  - Before infinitives (avant de partir, etc.)
  - *à*, *de*, *en*, *au*, etc. with common place names
  - No preposition, *à*, or *de* before complementary infinitive
  - *à*, *de* after adjective before complementary infinitive
- Verbs
  - Second and third conjugations
  - Orthographic changing verbs
  - Reflexive verbs in new tenses as needed
  - *Il faut* plus infinitive
  - *Il me faut*, etc. plus noun
  - *Être en train de* plus infinitive
  - *Venir de* plus infinitive
  - Present participle with *en*
  - Subordination with *quand* and *parce que*
  - Agreement of past participle with *avoir*
  - Simple conditions (present—future; imperfect—conditional)
  - Irregular verbs previously listed in new tenses
  - *Depuis* and *depuis quand* with present tense
  - Present subjunctive with *il faut* and expressions of wishing and emotion
  - *Faire* plus infinitive
  - Past participle and passé simple, third singular, of *naître*
- Tenses (new)
  - imparfait, conditionnel, participe présent, passé simple (3rd singular and plural only), présent du subjonctif
- Irregular verbs
  - falloir
  - croire
  - devoir
  - pleuvoir
  - dormir
  - comprendre
  - connaître
  - partir
  - sortir
  - devenir
  - servir
  - revenir
  - apprendre
  - sentir
  - recevoir
  - plaire (3rd singular and plural)

READING

The reading program in grade 10 assumes a greater importance than it did in grade 9. While most structures require audio-lingual presentation or practice at this level, pupils' reading may begin to extend beyond the structures learned in class.

These relatively mature pupils should be given reading materials which hold their interest as well as develop their reading skills. The selections should be reasonably short, within the level of learning, and authentic in expression. Short stories and anecdotes with cultural backgrounds, plays of moderate length or adaptations in authentic French of famous works in the form of graded readers, usually develop interest in the country and maintain an interest in the story. Care should be taken not to select reading materials that are burdensome to comprehend. As in the entire reading program, the grasp of the content without translation into English should be the aim.

Homework assignments on the reading should be made with the purpose of developing skills in comprehension and the building of vocabulary. Stress should be placed on reading for enjoyment. Answering questions on the content, exercises involving word families, synonyms and antonyms, completion questions, true-false statements or matching items provide vocabulary drill and exercise in expression.

The material is discussed, developed or reviewed audio-lingually in class.

Poems of simple construction may be read orally or memorized.

Pupils should begin to utilize foreign materials, such as newspapers and magazines. They may own foreign language dictionaries in which the meanings of French words are given in simple French. Some suggested readers for second year:

Ancy, Jacqueline. *Images de Jean Mermoz.* Didier, 1960. Distr. Chilton. Paper, $.75.

*Bégué and Frank. *Au pays du soleil.* Holt, Rinehart and Winston, 1958. $3.50. Tapes of entire text, questionnaires (with answers) and comprehension tests are available on loan-for-duplication or for sale. Double channel, 3¾ ips, $30.00 7½ ips, $45.00.

Bond et al. *Graded French Readers*, Elementary Series. D. C. Heath & Co. Book III, *Les chandeliers de l'Evêque.* Book IV, *Les pauvres gens* (4 short stories). Book V, *L'attaque du moulin* (Zola). Each book, $.85. Books I-V in one volume, 1961 edition, $2.85.

Bond et al. *Graded French Readers*, Elementary Alternate. D. C. Heath & Co. Book III, *Cosette et Marius.* Book IV, *La Tulipe noire* (Dumas). Book V, *L'homme qui dormit cent ans* (Bernay). Each book, $.90. Books I-V in one volume, 1961 edition, $3.00.

Bond et al. *Graded French Readers*, Intermediate Series. Book VI, *L'évasion du Duc de Beaufort* (Dumas). Book VII, *L'anglais tel qu'on le parle* (a play by Tristan Bernard). Book VII, Contes, (short stories) may be used for superior students. Each book, $.95. Books VI-X in one volume, 1961 edition, $3.40.

Bond et al. *Graded French Readers*, Intermediate Alternate. Book VI, *Contes parisiens* (short stories), Maupassant. Book VII, *Le narcotique and Le monde renversé* (plays). Each book, $.95. Books VI-X in one volume, 1961 edition, $3.40.

Ceppi. *Twelve French Plays for Schools*. D. C. Heath & Co., 1936. $1.75.

Claretie. *Pierrille*. Ed. by Cochran and Eddy. D. C. Heath & Co., 1929. $2.85.

Croteau and Selvi. *Lectures littéraires graduées*. American Book Co., 1952. $2.50.

Daudet. *La Belle-Nivernaise*. Ed. by Wisewell. D. C. Heath & Co., 1938. $1.35.

Daudet. *Le Petit Chose*, new simplified edition by Mitchell. D. C. Heath & Co., 1933. $3.20.

Daudet. *Quatre contes choisis*. Ed. by Roberts. D. C. Heath & Co., 1936. $1.95.

*Dumas. *Les trois mousquetaires*. Ed. by Struble and Eddy. D. C. Heath & Co., 1932. $3.60.

Ford and Hicks. *A New French Reader*. Holt, Rinehart and Winston, 1934. Nineteenth century stories. $2.80.

*Guinnard. *Bonjour Paris*. Odyssey Press, 1960. $2.50.

Harris and Lévêque. *Basic French Reader*. Holt, Rinehart and Winston, 1956. $3.20.

*Hugo, Victor. *Les misérables*. Ed. by Campbell. D. C. Heath & Co., 1927. $2.95; paper, $2.25.

Jassogne and Severance. *En vacances*. 1960 revised edition. Holt, Rinehart and Winston, $2.12. Tapes available on loan-for-duplication or for sale. Double channel, 3¾ ips, $25.00; single channel, 3¾ ips, $37.50; double channel, 7½ ips, $37.50.

Keating and Eldridge. *Souvenirs de la France*. American Book Co., 1949. $2.85.

*Langellier and Langellier. *En passant*. Holt, Rinehart and Winston, 1957. $2.60.

Maupassant. *Six contes choisis*. Ed. by Barton. D. C. Heath & Co., 1936. Paper, $.95. Limp cloth, $1.35.

Méras and Célières. *Contes pupulaires*. Houghton Mifflin, 1938. $2.20.

WRITING

The techniques used in grade 9 are continued in grade 10. They are expanded to include more difficult forms with which pupils are audio-lingually and visually familiar. Dictation of familiar material continues. Guided writing may include answers to questions in which the structural changes are patterned after the structures of the questions. Equivalencies are written in the foreign language from English; directed composition is begun.

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*Suitable for second or third year.

Example: Write a letter to your friend Charles. Ask him how he is feeling. Tell him that you are going to spend your vacation in Quebec. Ask him if he has ever visited Montreal.

FRENCH III

(GRADE 11)

AURAL-ORAL

Model conversations and pattern drills need to be practiced in the third year for acquiring fluency of speaking and ease of understanding. The laboratory or tape-recorder should be used for pattern drills and listening practice of more advanced materials. Until correct speech has become a habit, drill must be continued. Speaking practice of structures arising in the reading, as well as from advanced dialogue material, and increasing integration of the four skills should be stressed.

There should be frequent opportunities for students to give oral compositions on topics of current interest. French newspapers and magazines can be very useful in this area.

VOCABULARY

A student should aim to increase his vocabulary by constant, careful attention to new words and idioms encountered in reading. The teacher will need to point out important idiomatic expressions and give practice in the oral and written use of them.

STRUCTURES

Reciprocal pronouns

Use of *c'est* and *il est* with adjectives and nouns followed by an infinitive.

Adjectives

Those whose meanings differ when placed before or after their nouns

Adverbs

Formation from adjectives in special cases, (précisément, constamment, etc.)

Use of *même* and *surtout* in subordination, (as in même s'il vient)

Use of *mais si*

The use of *quoique*, *bien que*, or *malgré* in clauses or phrases of concession is extremely rare in the spoken language. Teach instead the use of *quand même*. (Example: Il faisait mauvais temps, il est parti quand même, instead of, Il est parti malgré le mauvais temps. Il est tard, je l'attendrai quand même, instead of, Quoiqu'il soit tard, je l'attendrai.)

Prepositions

Continuation from grade 10
à, *de*, or no preposition after verbs followed by infinitives.
Use of *fort* as an adverb modifying adjectives

Verbs

Il y a . . . que plus present
Future perfect after *quand* and *aussitôt que*. Omit the use of *lorsque*, *dès que* and *après que* at this level.
Use of *si* as whether
Imperfect tense with *depuis quand* and *combien de temps*
Subordination with *depuis que* and *pendant que*
Use of perfect participle and perfect infinitive
Après plus perfect infinitive
Use of past subjunctive
Substitution of reflexive for passive
Avant que and *pour que* plus subjunctive (without *ne*)
Substitution of infinitive for subjunctive
Uses of subjunctive not encountered in French I and II
Passive voice
Venir (imperfect) plus infinitive
Additional verbs of frequent occurrence needed for reading, selected from 12th year list or as found in texts. Irregular verbs previously listed in new tenses, as needed.

Tenses

plus-que-parfait
futur antérieur
conditionnel antérieur
passé du subjonctif

Irregular verbs

tenir
paraître
valoir (3rd person)
vivre
conduire
mourir
rire
sourire
permettre
reconnaître
suivre
offrir
construire
courir
prévenir
produire
battre
mentir
naître

Some suggested texts for third year:

Starr and Pellegrino. *Spoken French and Grammar Review*. American Book Co., 1957. $4.00.

Harris and Lévêque. *Intermediate Conversational French*. Holt, Rinehart and Winston. 1960. $4.00. Tapes available on loan-for-duplication or for sale. Double channel, 3¾ ips, $80.00; 7½ ips, $127.50.

READING

In the third year, the emphasis on reading increases. Literary works of recognized merit, which insure a gradual increase in vocabulary and structure and which are of interest to pupils, and a sampling of material on different subjects, such as geography, history or science, provide the basis for most of the class discussion.

The techniques for intensive reading follow the general plan of grade 10, but more responsibility is placed on pupils for mastery of the material. Works suitable for this level might be chosen from among many types, such as collections of short stories, short novels, plays, essays, biography, history and poetry. Where a variety of types can be chosen without sacrificing progressive development in the acquisition of linguistic content, it is suggested that works in several forms be selected.

Experience in listening to recordings of the material, made by native speakers, enhances the appreciation of the literature and lays a basis for increased audio-lingual development.

The study of literary works is supplemented by experiences with a variety of reading types from foreign newspapers, magazines and pamphlets. Careful choice of this material for interest and ease of understanding should be made. Selections should contain useful vocabulary and provide for enjoyment as well as increase in reading power. Current events, sports and theater news, advertisements, features, editorials in simple language, short stories and anecdotes, magazine articles on different phases of contemporary life may be selected (homemaking, the style industry, travel, sports, moving pictures, biography and government). Class discussion or oral reports may follow the reading.

The reading on this level increases in tempo. It is intensive, extensive and supplementary. Extensive reading increases; supplementary reading is required in French. The use of short French dictionaries which give French equivalents is extended.

Some suggested readers for third year:

Bellé and Haas. *Promenades en France.* Holt, Rinehart and Winston, 1957. $3.90. Tapes of readings and questionnaires (with answers) are available on loan-for-duplication or for sale. Single channel, 3¾ ips, $78.75; double channel, 7½ ips, $78.75.

Bond et al. *Graded French Readers,* Intermediate Series. D. C. Heath, 1961. Book VIII, *Contes.* Book IX, *La grammaire* (a play by Labiche). Book X, *La ronde de la vie* (a cultural anthology). Books VIII and IX, $.95 each. Book X, $1.50. Books VI-X in one volume, $3.40.

Bond et al. *Graded French Readers,* Intermediate Alternate. D. C. Heath, 1961. Book VIII, *Les farceurs* (humorous short stories by contemporary writers). Book IX, *Hier* (an anthology of French literature of the nineteenth century). Book X, *Floraison.* Book VIII, $.95. Books IX and X, $1.35 each. Books VI-X in one volume, $3.40.

*Bottke and Joyaux. *Aspects de la France.* Charles Scribner's Sons, 1960. $3.50.

*Denoeu. *Contes et récits.* Holt, Rinehart and Winston, 1947. $3.50.

Denoeu. *L'Héritage français.* Holt, Rinehart and Winston, 1953. $4.60.

*Denoeu. *Parmi les meilleurs contes.* Holt, Rinehart and Winston, 1958. $3.80.

Humbert. *Contes variés.* Odyssey Press, 1953. $2.00.

*La Brète. *Aimer quand même, roman policier.* D. C. Heath & Co., 1930. $2.60; paper, $2.15.

*Torrens and Sanders. *Contes de nos jours.* D. C. Heath & Co., 1958. $3.25.

WRITING

The writing of grade 10 continues and is expanded. Dictation of familiar patterns is replaced by dictation of recombinations of familiar patterns into new contexts. Letter writing is part of the program. Controlled writing is done in such ways as:

- Rewriting sentences to vary the sentence structure.
- Rewriting paragraphs in a different person or tense.
- Changing the form of writing; for example, from dialogue to story; from story to letter; from narration to dialogue; combining several dialogues into a story; summarizing, using the expressions selected from the passage.
- The writing in the foreign language of equivalencies of English expressions.
- Directed composition from English or the foreign language.

FRENCH IV
(GRADE 12)

AURAL-ORAL

The program at this level follows the general pattern of that for grade 11. There is much greater freedom. Content is extended and should be studied at a faster pace. The major stress is on reading and writing. Hearing and speaking skills are to be maintained, further developed, and refined, with correct expression the goal.

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*These readers are suitable for third or fourth year.

Class, group, and individual learning activities are an important part of aural-oral work at this level. The use of oral reports on topics of special interest to the individual student becomes increasingly significant. Oral résumés, explanations, criticisms, and questions concerning materials read are important in learning. Panel discussions with student leaders are good learning experiences and help to establish skill in language usage.

STRUCTURES

Use of passé antérieur
Sequence of tenses
Additional verbs of frequent occurrence as needed
Irregular verbs previously listed in new tenses as needed.

Tenses

- passé antérieur
- imparfait du subjonctif
- plus-que-parfait du subjonctif

Irregular verbs

- s'en aller
- s'asseoir
- se souvenir
- apercevoir
- craindre
- peindre
- éteindre
- plaire (complete)
- se plaindre
- se taire
- traduire

READING

In the final year of the four-year sequence, the reading is the most important component of the course and provides the basis for most of the audio-lingual activity and for writing.

The emphasis in reading should continue to be on cultural information and on literary values, with increasing attention to style and form. The aim should be to prepare students to read literature in its original, unsimplified form. It is best to study individual works and authors of clearly established significance, with a variety of forms and styles represented and their differences rather fully discussed. The recent and contemporary should be given fuller representation than earlier periods whenever feasible. All reading should be authentic in expression and content, intellectually mature and substantial. It should be chosen because it will make a definite contribution, intrinsically as well as linguistically, to the student's acquaintance with the French language and civilization. These ideals do not exclude imagination, humor, wit, or lightness of touch.

The reading of literature may be intensive, extensive, and supplementary. Reference to a history of French literature may be made.

*Some suggested readers for the fourth year are:

Brée and Markow-Totevy. *Contes et Nouvelles*, 1950-1960. Holt, Rinehart and Winston, 1961. $3.20.

Dow and Vincent. *Contes à lire et à raconter*. Ronald Press, 1960. $3.75.

Pagnol. *Topaze*. Ed. by Bovée. D. C. Heath & Co., 1936. $2.40; paper, $1.85.

Sartre. *Huis clos*. Ed. by Hardré and Daniel. Appleton-Century-Crofts, 1962. Paper, $1.35.

WRITING

The controlled composition of grade 11 advances to free composition. Controls are gradually lessened as students demonstrate ability. Summaries are written in pupils' own words. Letter-writing on a variety of subjects continues as part of the program. Compositions and reports are written on civilization and literature. Forms used only in the written language are included. For structural and writing practice, texts of the third year may be used. Another text suitable for the fourth years is:

Bovée and Carnahan. *Lettres de Paris*. D. C. Heath & Co., 1954. $3.25.

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*See also those listed for third year.

GERMAN: FOUR-YEAR PROGRAM

GERMAN I

(GRADE 9)

AURAL-ORAL

Pronunciation

The major features of the sound system (including vowels and consonants) should be explained and associated with their written forms as they are met, after they have first been heard and spoken.

In projecting individual sounds, care must be exercised not to exaggerate the sound to the point of distorting it.

It is important to anticipate difficulties with words whose peculiarities may cause mispronunciations, before these errors are made, and to correct errors in pronunciation as they occur (examples: Kirche, Kirsche, Staat, Stadt). Once formed, habits of faulty pronunciation are difficult to correct.

The glottal stop, which is the distinctive feature of German speech, should be learned through functional use from the very beginning.

Accurate pronunciation is essential to understanding because: (a) slight differences in pronunciation may indicate either singular or plural verbs, or (b) they may indicate the difference between two almost similar words which vary in meaning.

Knowing the German names for the letters of the alphabet is a distinct aid, not only in accurate pronunciation but also in spelling. Attention to correct intonation should be observed from the beginning through the imitation of the teacher and by the use of records and tapes. The teacher should call attention to differences between German and English so that students will be alert in listening and imitating. A great deal of choral work should be used to give the maximum practice in pronunciation.[9]

It is suggested that words containing new sounds or sound sequences be incorporated into language content gradually and progressively until all sounds have been met and practiced. Pupils should be given experiences, however, both in hearing and speaking, of many examples of different intonations, such as those used in expressions of amazement, surprise, doubt, curiosity, pity, fear and joy.

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[9] Experienced and fluent speakers of German must be aware of the newness of this language for their students and not demand repetition of too large a unit with insufficient prior hearing of it. It is suggested that teachers refresh their memory of how hard a task this is by trying to mimic material from a language totally unknown to them—say, Russian or Chinese. The experience will be illuminating and often humbling.

A systematic review of the basic elements of the sound system as applied to new words and phrases might take the form of a brief daily drill or exposition on one or more important sounds (examples: the sound u long as in Füsse, fühlen, Hüte, grüssen, für, or the spelling of diphthongs, such as the sound of ei in bei, ein, Kaiser, Maier, Mayer, Bayern or the sound of eu in Deutsch, Leute, heute, Haüte, Haüser, Saüre).

Contrastive sounds in series provide good practice in sharpening pronunciation (examples: Ofen, offen, Höhle, Hölle, Kissen, Küssen, Biene, Bühne, Tier, Tür).

See section on Pronunciation, pp. 3, 4, and 5.

Understanding and Speaking

German should be the language of the classroom as much as is practical and possible. If the teacher conducts the class from the very beginning in German, the pupils will soon master many expressions used in classroom routines involving expressions of greetings, health, assignments, families, weather and relationships of people and things. The pupils must listen not only to comprehend, but to reproduce the sounds, sound sequences and intonation of the teacher or of taped material. Neglect of basic ear-training will result in the inability of the student to acquire an authentic accent.

Among listening experiences pupils might have are those involving action responses. The following device demonstrates how a beginning pupil must listen carefully:

Standing in rows or arranging themselves in teams, the students make non-verbal responses to commands such as Zeigen Sie mir den Bleistift! Those who do not respond to the action are "out." Greater attention is demanded if pupils are instructed not to follow the command unless it is preceded by the words, *Marie sagt.* Failure to pay careful attention and to associate sound with meaning is immediately noticeable.

See pp. 2-6 for suggestions on these phases of language learning.

Most of the class time in the first year should be used for listening and speaking practice. It is assumed that most of the reading and writing activities will generally be carried on outside of class. It is well to bear in mind that all of these skills are interrelated, and that the time spent in listening comprehension and speaking practice not only contributes directly to the development of skill in reading and writing, but is the base upon which these skills are built.

VOCABULARY AND IDIOMS

These will be determined by the text used. Stress should always be laid on learning words in context. One should aim for a mastery of idiomatic expressions used in sentences. Most traditional textbooks will need to be adapted to the new structural approach. Emphasis should be placed on a basic vocabulary to be mastered in dialogues and pattern drills. Beyond the basic vocabulary used actively in speaking, the student will develop a recognition vocabulary for reading. It will be impossible for a student to master all the vocabularies in the traditional textbooks. *Vocabulary and idioms should be subordinate to structure in the first year.*

The use of audio-visual aids in building vocabulary or in drilling new words is effective. Words should always be used in sentences. Such aids might include:

pictures
filmstrips
comic strips
chalk drawings
posters
slides
calendars
moving pictures
cartoons
game materials
maps

The use of inference and association is another device in building vocabulary. Skill may be developed by:

association
deriving the meaning of a word
cognates and partial cognates
word families
grouping

STRUCTURES

Structures should be taught through use in the foreign language until they become part of students' habits of expression. They should be taught in situational context. Items required for mastery may vary for each skill. Aural comprehension of all structures within the vocabulary and idiom of the grade should be required. Limitations must be carefully drawn for the speaking skill to provide competency in the most useful forms of each grammatical point and the most useful forms of the verbs. All items of structures in all forms are necessary for reading. When students have mastered a sufficient number of structural forms, the reading need not be tied to the structures learned in class.

The following outline will serve as a guide for the structures to be mastered in grade 9:

Articles
- Definite and indefinite
- Contraction with prepositions
- Articles with four cases
- *Ein* and *der* words

Nouns
- Gender and number
- Formation of plural
  - Nouns adding no ending in the plural
  - Nouns adding *e* in the plural
  - Nouns adding *er* in the plural
  - Nouns adding *n* or *en* in the plural

Pronouns
- Personal
- Interrogative
  - *wer* for persons and *was* for things
- Relative
- Reflexive
- Indefinite
- Direct and indirect object (position)

Adjectives
- Predicate
  - (Example: Der Mann ist gut.)
- Attributive
  - Strong, weak and mixed endings (Example: Der gute Mann.)
- Possessive
  - (Example: Mein Bleistift ist rot.)
- Interrogative
  - (Example: Welcher Mann?)
- Formation of abstract nouns from adjectives
  - (Example: die Grösse)
- Demonstrative
  - (Example: Dieser Mann . . .)

Adverbs
- Position
  - Time—Place—Manner
    - Karl schreibt jetzt an die Tafel.

When object pronouns and adverbs follow the verb, pronouns precede.
  Karl schreibt ihm jetzt den Brief.
Adverb cannot come between subject and verb in normal or inverted word order.
  Karl schreibt oft an die Tafel.
When *nicht* modifies a verb it usually stands at the end or as near as possible to the end of the sentence. It precedes an infinitive, past participle, predicate noun or predicate adjective.
When *nicht* does not modify a verb, it precedes the word or phrase it modifies.

Verbs
- Weak
- Strong
- Mixed
- With connecting *e*, with omitted *s*
- Imperatives
  - Familiar
  - Polite
- Reflexives
- Use of *nicht wahr*
- Idioms with *haben*
- Verbs with *sein* and *haben*
- Modals
- Correct use of normal and inverted word order
- Functional use of any verb needed for classroom routines

Tenses
  - Present, past, present perfect, past perfect, future

Voice
  - Active

Irregular verbs
- haben
- sein
- gehen
- sehen
- kommen
- nehmen
- tun
- schreiben
- trinken
- sprechen
- lesen
- schlafen
- helfen
- tragen
- schwimmen
- pfeifen
- werden
- geschehen
- singen

Prepositions with
- dative
- accusative
- genitive
- either dative or accusative
- *da* or *wo* in combinations

Conjunctions with word order
- coordinate (normal)
- subordinate (transposed)
- inverted (whenever subject of sentence is not first word)

READING

A good reading program can be used to strengthen all other phases of work. As early as possible, graded readers may be used to supplement the work of the regular textbook. All reading in the first year should be intensive except for voluntary reading by superior students.

The content of reading material at all levels should be authentic, neither too difficult nor too easy. This type of reading should enrich the pupils' knowledge of the foreign country, its culture, its people, and inspire them to read more on their own.

Intensive reading serves not only to build vocabulary, but also as a basis for oral discussion. It is suggested that pupils read aloud sometimes or do choral reading. This aids the improving of pronunciation, intonation and fluency. It is important that the teacher guard the student against deciphering meanings word by word. A minimum use of English in any place of a reading lesson is desirable. In the early years intensive reading should be undertaken in class under the direction of the teacher.

Pupils should be encouraged to try to infer the meanings of words from the text and recognize word families rather than to look up words for meaning.

Some suggested readers for first year:

Blouth and Roderbourg, *Erzähl Mir Was*, Ginn and Company, 1960. $4.00.

Busch. *Max und Moritz*. Brown and Schneider, 1960. Distributor, Adler, $1.10.

Fröschl. *Himmel, meine Schuhe!* D. C. Heath & Co., 1939. $1.00.

Hagboldt et al. *Graded German Readers*, Elementary-Original Series Revised. D. C. Heath & Co., 1957. Books I-V in one volume, $3.00. Individual books, $.85 each.

Hagboldt et al. *Graded German Readers*, Elementary alternate. D. C. Heath & Co., 1957. Books I-V in one volume, $3.00. Individual books, $.95 each.

Since individuals read at different speeds and levels of comprehension, provision should be made for students of varying abilities. The following list is recommended for students in the first year supplementary to the intensive reading list above:

Baker, *Liebe auf den dritten Blick*. D. C. Heath & Co., 1946. $1.35.

Goedsche and Glaettli, *Cultural Graded Readers*, German Series (elementary). American Book Co., 1955.

Sutter, Steuben, Schurz, Einstein, Kleinstadt in Amerika, $.90 each. (Elementary alternate), *Schweitzer, Thomas Mann, Heine,* $.90 each. *Beethoven, Stainmetz,* $1.00 each.

Heyse. *L'Arrabiata.* D. C. Heath & Co., 1961. $1.00. Paper, $.85.

Meyer. *Graded German Readers.* Book I, *Auf dem Dorfe* Book II, *In der Stadt* Book III, *Genialische Jugend.* Houghton Mifflin, 1949. $.95 each.

WRITING

In the first year writing should be limited to what the student can say. Emphasis should be placed on writing complete sentences. Initial writing should consist of copying dialogues, structural substitution, dictations, and answering questions whose answers are closely patterned on the questions. Very little free composition is possible at this early stage except under the very careful guidance of the teacher. Simple conversational sequences like those done orally may be written for practice in accuracy and correct spelling.

CULTURAL MATERIAL

This is an important part of the work in any year of the study of a language. The study of cultural materials should follow a general plan which begins with the immediate environment of the pupil and the relationship of Germany to the United States.

Topics should be taken up as they become pertinent through current affairs: for example, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs. After the first year, the topics should be reviewed, amplified and enriched, both in content and development, according to the needs of the class, the individual interests of the students, and the experience of the teacher.

At all times the teacher will plan to correlate and integrate the cultural phase of language teaching with related activities in other areas of the curriculum.

See also pp. 22-23.

GERMAN II

(GRADE 10)

AURAL-ORAL

The work of the first year should be continued and expanded. One needs to place constant stress on correct pronunciation and intonation through listening and speaking both in the classroom and in the laboratory. Time should be allowed for reading aloud either individually or in chorus. The teacher should strive to give the students the opportunity to assume the initiative frequently in such activities as question and answer sessions in German.

As the individuals progress, they must listen not only to comprehend, but to reproduce the sounds, sound sequences, and intonation of the teacher or of taped material. Practice in listening and speaking may be given through:

anecdotes
poems
prose selections from reading materials
conversations or songs
radio programs
taped correspondence

VOCABULARY AND IDIOMS (see this section under German I)

Common words and expressions encountered in intensive reading should be emphasized and practiced. In all cases, *vocabulary and idioms should be presented functionally and in context,* not as isolated items in lists paired with their English equivalents.

Vocabulary increases rapidly as pupils progress. It is essential to continue learning idioms and vocabularies as in the first year. At this stage one begins to distinguish between passive and active vocabulary. Both active and passive vocabularies should be developed so that the pupils will have more words in:

their reading vocabulary than in their listening vocabulary.
their listening vocabulary than in their speaking vocabulary.
their speaking vocabulary than in their writing vocabulary.

STRUCTURES

As one progresses in the study of German, the structure becomes more complex. By the end of the second year, there should be a mastery of the following:

Articles
- Use
  - with days of the week, months, seasons
  - with names of streets, feminine names of countries
  - with neuter names of countries, proper names
  - with generic and abstract nouns
  - instead of possessive adjective
- Omission
  - with unmodified nouns of nationality, profession, rank, vocation
  - after *als*
  - in certain sayings

Nouns
- Declensions
- Gender
- Classes
- Endings
- Number, weight, measure
- Compound
- Word order

Pronouns
- Impersonal
- Relative
- Reciprocal
- Possessive
- Demonstrative
- Intensive
- Indefinite

Adjectives
- Declension
- After *der* and *ein* words
- After indefinite numerals
- Participles as adjectives
- Used as nouns
- Comparisons and formations
- Dative case with adjectives

Adverbs
- Comparison and formation
- Position
- Indefinite time

Prepositions
- Used with
  - genitive
  - accusative
  - dative
  - dative and accusative
  - possessive pronouns
  - other word combinations
- Omitted with
  - nouns of measure

Conjunctions
- *Aber* and *sondern*
- With past tense and *als*
- With present and future tenses and *wenn*

Verbs
- Strong, weak, mixed
- Reflexive
- Use of *helfen, hören, sehen,* and *lassen* with other verbs
- Position in normal, inverted and transposed word order
- *Schon* with present tense for English perfect
- Use of *lassen*
- Separable and inseparable prefixes
- Impersonal
- Requiring the genitive
- Modal auxiliaries
- Passive voice and substitutes
- Various uses of infinitive with and without *zu*
- Imperative mood
- Subjunctive mood
- Conditional in subjunctive mood

Tenses (new)
- Future perfect, subjunctive conditional, (present participle)

Verbs, strong and irregular

fahren
rufen
nennen
laufen
schneiden
verlieren
schaffen
erkennen
scheinen
erwerben
hauen
treiben
helfen
senden
heben
verbinden
vergessen
fallen
steigen
schieben
gerinnen
empfehlen
wenden
gelingen
vergleichen
befehlen
verzeihen
laden
greifen
pfeifen
leiden
verschwinden
raten
ziehen
geniessen
reissen

READING

As the student becomes more advanced, there should be increasing emphasis on reading. By the fourth semester a student should be expected to do some supplementary reading, carefully selected with the aid of the teacher. The reading is at a higher level and the tempo more rapid. Events, ideas, and content of the material should be retold, developed and discussed in the foreign language by as many pupils as possible through wide pupil participation in the class. The vocabulary and structure should be drilled. Comprehension of material without reference to English is most important. Avoid formal translation.

The student should begin to derive pleasure and enjoyment through extensive and supplementary reading. Pupils should be encouraged and instructed to use reference material in German and dictionaries with definitions in German.

Some suggested readers for second year:

Alexis. *Deutschland Heute.* Midwest Book Co., 1956. $2.75.

Bruns. *Book of German Lyrics* (revised). D. C. Heath & Co., 1961. $2.75.

Coenen. *Auf höherer Warte.* Holt, Rinehart and Winston, 1941. $3.20.

Hagboldt et al. *Graded German Readers,* Intermediate Series, Books 6-10. D. C. Heath and Co., 1951. $3.40. Sold separately, each book, $.90.

Hagboldt et al. *Graded German Readers,* Alternate Series, Books 6-8. D. C. Heath and Co., 1957. $2.60.

Hesse. *Kinderseele und Ladidel.* D. C. Heath and Co., n.d. $2.00.

Kästner. *Emil und die Detektive.* (Revised, 1945) Holt, Rinehart and Winston, 1959. $2.40.

Kästner. *Punktchen und Anton.* D. C. Heath and Co., 1937. $2.35.

Littmann. *Peter hat Pech.* Holt, Rinehart and Winston, 1961. $2.80.

Storm. *Immensee.* D. C. Heath and Co., 1950. $2.40.

Wolfram von Eschenbach. *Parzival.* D. C. Heath and Co., n.d. $1.60.

WRITING

As in the first year, writing should still be limited to what the student can say. Some carefully guided composition is possible. At this early stage students need models for imitation to avoid forming bad habits of trying to express in German what they would normally write in English.

To develop writing skill in the second year, the following exercises are helpful:

Dictations based upon material which is familiar to the student involving
listening
differentiating sounds
distinguishing various patterns
understanding
recognition of form and structure
punctuation

Controlled writing
rewriting paragraphs in a different person or tense
changing forms from dialogue to narration, from story to letter and other forms
summarizing passages using one's own words
following general patterns of a model composition, altering to fit one's personal situation

GERMAN III
(GRADE 11)

AURAL-ORAL

In third and fourth year German, the student should develop the ability to express himself clearly and correctly, to carry on a conversation with ease, to understand and evaluate lectures, to participate with ease in simple debates, and to discuss intelligently materials that he has read or heard.

As one progresses, language utterance becomes more complex in structure. Content increases rapidly in vocabulary and idiom. Some of the content may be required for reading recognition or aural comprehension only. Audio-lingual presentation will tend to decrease in favor of reading and writing presentation. Thus the increase in complexity and range of language content requires integrating the four skills in the hear, say, see, write process. The language laboratory should be used for listening practice of more advanced material in addition to pattern drills.

VOCABULARY AND IDIOMS

Since the size of one's vocabulary is basic to all facility in speaking, reading, and writing, the aim should be to secure permanent retention and automatic response. By constant, careful attention to new words and idioms encountered in reading, as well as by practice in the use of vocabulary found in various texts, the student should aim to increase his vocabulary.

STRUCTURES

Pronouns
- Reciprocal
- Intensive
- Independent possessive
- Indefinite
- Demonstrative

Adjectives
- Present participle of strong verbs ordinarily used as adjective by adding *d*
- Alone before nouns
- Untranslatable

Adverbs
- Formation
- Use of *dort* and *da; hin* and *her*

Time expressions
Numeral
Superlative with *am*
Adjectives used for adverbs except in superlatives

Prepositions
Those not encountered in grades 9 and 10
In combination to make new words
With inanimate objects

Verbs
Present used in German for future
In indirect discourse
schon with past tense for English past perfect
Use of *als* with past tense
Subjunctive (additional uses)
Passive voice and substitutes
Double infinitives
Present and perfect infinitives

Irregular Verbs
beissen
biegen
fliegen
fliehen
fliessen
gelten
leihen
treiben
verdriessen
kriechen

Texts for grammar review:

Hagboldt and Kaufmann. *German Review and Composition.* D. C. Heath and Co., 1939. $2.40.
Pfeffer. *German Review Grammar.* D. C. Heath and Co., 1961. $3.75.

READING

In the third year, the emphasis on reading increases. Literary works of recognized merit, which insure a gradual increase in vocabulary and structure and which are of interest to pupils, and a sampling of material on different subjects, such as geography, history or science, provide the basis for most of the class discussion.

The techniques for intensive reading follow the general plan of grade 10, but more responsibility is placed on pupils for mastery of the material. Works suitable for this level might be chosen from among many types, such as collections of short stories, short novels, plays, essays, biography, history and poetry. Where a variety of types can be chosen without sacrificing progressive development in the acquisition of linguistic content, it is suggested that works in several forms be selected.

Experience in listening to recordings of the material, made by native speakers, enhances the appreciation of the literature and lays a basis for increased audio-lingual and aural development.

The study of literary works is supplemented by experiences with a variety of reading types from foreign newspapers, magazines and pamphlets. Careful choice of this material for interest and ease of understanding should be made. Selections should contain useful vocabulary and provide for enjoyment as well as increase in reading power. Current events, sports and theater news, advertisements, features, editorials in simple language, short stories and anecdotes, magazine articles on different phases of contemporary life may be selected (homemaking, the style industry, travel, sports, moving pictures, biography and government). Class discussion or oral reports may follow the reading. The reading on this level increases in tempo. It is intensive, extensive and supplementary. Extensive reading increases; supplementary reading is required in German. The use of short German dictionaries which give German equivalents is extended.

Some suggested titles for intermediate reading:

Alexis. *Deutschland Heute*. Midwest Book Co., 1956. $2.75.

Appelt and Funke. *Modern German Prose*. D. C. Heath and Co., n.d. $2.50.

Bihl. *In Deutschen Landen*. Houghton, Mifflin Co., 1953. $3.50.

Eichendorff. *Aus dem Leben eines Taugenichts*. D. C. Heath and Co., n.d. $2.50.

Foltin, William. *Aus Nah und Fern*. Houghton, Mifflin Co., 1950. $2.50.

Goethe. *Hermann und Dorothea*. D. C. Heath and Co., revised, 1961. $1.85.

Hagboldt et al. *Graded German Readers*, Intermediate Series, Books 6-10. D. C. Heath and Co., 1951. $3.40. Sold separately, $.90 each. Alternate Series, Books 6-8. $2.60. Advanced, Books 11-13. $1.00 each book.

Keller. *Kleider Machen Leute*. D. C. Heath and Co., n.d. $1.80.

Lessing. *Minna von Barnhelm*. D. C. Heath and Co., revised, 1961. $3.25.

Schiller. *Wilhelm Tell*. D. C. Heath and Co., revised, 1961. $3.50.

Schnitzler. *Der Blinde Geronimo und sein Bruder*. D. C. Heath and Co., revised 1959. $1.10.

Thomas. *An Anthology of German Literature*. D. C. Heath and Co., n.d. $4.50.

WRITING

Developing the ability to write without reference to English is one of the principal aims in this skill. The writing at this level should be expanded and free composition further developed. Writing should also grow out of literature which should be used as authentic models. Summaries are written in the pupil's own words. Letter writing on a variety of subjects continues as a part of the program. Dictation of familiar patterns is replaced by dictation of recombinations of familiar patterns into new contexts.

During this period there should be a continuation of the development of the four skills, with greater emphasis on reading and writing.

GERMAN IV
(GRADE 12)

AURAL-ORAL

The program at this level follows the general pattern of that for grade 11. There is much greater freedom. Content is extended and should be studied at a faster pace. The major stress is on reading and writing. Hearing and speaking skills are to be maintained, further developed, and refined with correct expression the goal.

Class, group, and individual learning activities are an important part of aural-oral work at this level. The use of oral reports on topics of special interest to the individual student becomes increasingly significant. Oral résumés, explanations, criticisms, and questions concerning materials read are important in learning. Panel discussions with student leaders are good learning experiences and help to establish skill in language usage.

STRUCTURES

Unreal subjunctive
  Hortative
  Optative
  Potential
  Contrary to fact

Subjunctive of modals
Impersonal verbs
  Pure
  Impersonal reflexive
  Impersonal with the accusative
  Impersonal with the dative

Modified verbals
  New connotations of common words:
    ja, aber, auch, denn, doch, nur, bitte, es gibt, es sind

Irregular verbs

genesen
geniessen
giessen
löschen
rächen
streichen
ziehen
zeihen

READING

In the final year of the four-year sequence, reading is the most important component of the course and provides the basis for most of the audio-lingual activity and for writing. The emphasis in reading should continue to be on cultural information and on literary values, with increasing attention to style and form. The aim should be to prepare students to read literature in its original unsimplified form. It is best to study individual works and authors of clearly established significance with a variety of forms and styles represented and their differences rather fully discussed. The recent and contemporary should be given fuller representation than earlier periods whenever feasible. All reading should be authentic in expression and content, intellectually mature and substantial. It should be chosen because it will make a definite contribution, instrinsically as well as linguistically, to the student's acquaintance with the German language and civilization. These ideals do not exclude imagination, humor, wit, or lightness of touch.

The reading of literature may be intensive, extensive, and supplementary.

WRITING

The controlled composition of grade 11 advances to free composition. Controls are gradually lessened as students demonstrate ability. Summaries are written in pupils' own words. Letter writing on a variety of subjects continues as part of the program. Compositions and reports are written on civilization and literature. Forms used only in the written language are included.

Some suggested readings:

Curts and Reinsch. *Allerlei Menschen.* Holt, Rinehart and Winston, 1949. $3.20.

Fallada. *Zwei Zarte Lämmchen weiss wie Schnee.* Houghton Mifflin, 1958. $2.40.

Hill, Claude E. *Drei Nobelpreisträger.* Harpers, 1948. $2.50.

Roth and Nielsen. *Spiegel der Zeit.* Houghton Mifflin Co., 1960. $2.25.

Zucker, A. E. *Amerika Und Deutschland.* Appleton-Century-Crofts, 1953. $2.50.

SPANISH: FOUR-YEAR PROGRAM

SPANISH I

(GRADE 9)

AURAL-ORAL

Pronunciation and Intonation

It is suggested that words containing new sounds or sound sequences be incorporated into language content gradually and progressively until all sounds have been met and practiced. It is important that complete coverage of the principal points of the sound system of the language be experienced.

Pronunciation is best learned mainly by imitation of complete utterances as modeled by the teacher and by a recorded native speaker as well. These utterances should be modeled at a normal rate of speed, which does not mean as fast as they can be spoken, but at the slow end of the range of normal speech. This is necessary because artificially slow speech distorts the normal pattern of intonation, stress, and linking, while on the other hand too fast a rate hinders accurate hearing of the sounds by the beginner. Every new utterance should be modeled from five to ten times by tape or disc recordings or by the teacher as he circulates about the room while the class listens carefully. If the utterance is more than one breath group, it should be broken up and presented for active mimicry practice in shorter meaningful units, beginning with the end of the sentence. This procedure is advocated because it helps to maintain the natural melody pattern of the sentence, which is often distorted if such division is done from the beginning.[10]

EXAMPLE: Escuchen: Hable usted más despacio, por favor. (Repeated five to ten times.)
Repitan: Por favor (pause) por favor (pause) más despacio, por favor (pause) más despacio, por favor (pause) Hable usted más despacio, por favor, and the like.

Understanding and Speaking

Spanish should be the language of the classroom as much as is practical and possible. If the teacher, from the very beginning, conducts the class in Spanish, the pupils will soon master a considerable number of expressions used in classroom routines as well as in the amenities involving expressions of greetings, health, weather, and relationships of people and things. The pupils must listen not only to comprehend, but to reproduce the sounds and sound sequences and intonation of the teacher or of taped material. Neglect of basic ear-training will result in the inability of the student to acquire an authentic accent.

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[10] Experienced and fluent speakers of Spanish must be aware of the newness of this language for their students and not demand repetition of too large a unit with insufficient prior hearing of it. It is suggested that teachers refresh their memory of how hard a task this is by trying to mimic material from a language totally unknown to them—say, Russian or Chinese. The experience will be illuminating and often humbling.

Among listening experiences are those involving action responses. The following device demonstrates how a beginning pupil must listen carefully:

Standing in rows or arranging themselves in teams, the students make non-verbal responses to commands such as: Muéstreme usted el lápiz. Those who do not respond to the action are "out". Greater attention is demanded if pupils are instructed not to follow the command unless it is preceded by the words, *Juan dice*. Failure to pay careful attention and to associate sound with meaning is immediately noticeable.

See pp. 2-6 for suggestions on these phases of language learning. Most of the class time in the first year should be used for listening and speaking practice. It is assumed that most of the reading and writing activities will generally be carried on outside of class. It is well to bear in mind that all of these skills are interrelated, and that the time spent in listening comprehension and speaking practice not only contributes directly to the development of skill in reading and writing, but is the base upon which these skills are built.

VOCABULARY AND IDIOMS

Vocabulary and idioms in all cases should be presented functionally and in context. Traditional textbooks will need to be adapted to the structural approach. Emphasis should be placed on a basic vocabulary to be mastered through abundant practice in and out of class and in a variety of situational contexts. The use of this vocabulary in all four skills is recommended to reinforce learning.

Besides the basic vocabulary used actively in speaking, the student will develop a passive vocabulary needed for aural and reading comprehension. The passive vocabulary for reading comprehension eventually far outstrips vocabulary for aural comprehension.

In the first year vocabulary and idiom should be subordinate to structure. It will be impossible for a student to master actively all the vocabularies in the traditional textbooks. In the State-adopted text the high-frequency words are marked with an asterisk. These words should be mastered.

The use of audio-visual aids in building vocabulary or in drilling new words is effective. *Words should always be used in sentences.* Aids might include:

- pictures
- filmstrips
- comic strips
- chalk drawings
- posters
- slides
- calendars
- moving pictures
- cartoons
- game materials
- maps

The use of inference and association is another device in building vocabulary. Skill may be developed by:

- association
- deriving the meaning of a word
- cognates and partial cognates
- word families
- grouping

STRUCTURES

Structures should be taught through use in the foreign language until they become part of students' habits of expression. They should be taught in situational context. Items required for mastery may vary for each skill. Aural comprehension of all structures within the vocabulary and idiom of the grade should be required. Limitations must be carefully drawn for the speaking skill to provide competency in the most useful forms of each grammatical point and the most useful forms of the verbs. All items of structure in all forms are necessary for reading. When students have mastered a sufficient number of structural forms, the reading need not be tied to the structures learned in class.

The following outline will serve as a guide for the structures to be mastered in grade 9.

- Articles
  - Definite and indefinite
  - Contraction with *a* and *de*
  - Use with *de* for possession
  - With parts of the body and clothing
  - Expressions of time

- **Nouns**
  - Gender and number
  - Formation of plural
- **Pronouns**
  - Subject
  - Direct and indirect object
  - Redundant
  - Placement patterns with verbs
  - Reflexive
    - With verbs like *levantarse, acostarse*
    - As impersonal expression (example: se dice).
    - As substitute for passive
  - Prepositional
  - Demonstrative
- **Adjectives**
  - Agreement and position
  - Possessive—short forms
  - Demonstrative
- **Common patterns of word order**
- **Verbs**
  - Present, preterite, imperfect tenses (present perfect and future, if desired) of regular verbs in all forms except *vosotros*, in the three conjugations
  - Present and past progressive constructions
  - Commands in the *tú, Vd., Vds.* forms of regular verbs plus those used in classroom activities
  - Present tense of the following radical changing verbs:
    - pensar
    - volver
    - encontrar
    - costar
    - cerrar
    - perder
    - empezar
    - jugar
    - entender
    - llover
    - recordar
    - contar
    - mostrar
    - sentarse
    - acostarse
    - despertarse
  - Present, preterite, and imperfect tenses of the following irregular verbs:
    - ser
    - estar
    - tener
    - ir
    - decir
    - dar
    - hacer
    - querer
    - poder
    - saber
    - ver
  - Simple orthographic changes in common verbs as needed.

READING

The transition to reading from the completely audio-lingual phase occurs when pupils show a readiness to read or when the teacher otherwise deems it advisable to begin the reading. The time-lag should not be too long. See pp. 11-17.

After the transition and for some time following it, only the identical speech patterns pupils have learned audio-lingually should be presented for reading. Students may then be given recombinations of the patterns in the form of short anecdotes and stories. Later they may read material which they have not experienced audio-lingually. At first, the material should be easily comprehensible through association with already known forms; gradually the reading increases in difficulty. When reading is assigned for homework, the danger of mispronunciation and the use of the end-of-the-book vocabulary should be minimized through proper preparation of the material in class. Oral reading by teacher and pupils or teacher (or tape) alone should characterize the reading during the major part of the first year. The teacher's oral presentation gradually decreases during the second half of the year. Reading without translation should be the aim.

Some suggested readers for the first year:

Babcock and Rodríguez. Marmol's *Amalia*. Book I of a series of graded readers. Houghton Mifflin Co., 1949. $.95.

Castillo, Sparkman, et al. *Graded Spanish Readers*, Elementary Series. D. C. Heath & Co., 1961 edition. Book II, *Sigamos leyendo*. Book III, *La buenaventura y otros cuentos*. Book I (*De todo un poco*) is too simple to be of interest to the high school student. Book III may be used in either the first or second year. Each book, $.85. Books I-V in one volume, $2.85.

Castillo, Sparkman, et al. *Graded Spanish Readers*, Elementary Alternate. D. C. Heath & Co., 1961 edition. Book I, *Cuentecitos*. Book II, *Periquillo*. Book III, *Cuentos del alto Perú*. Book III may be used for superior students in first year or for second year. Each book, $.85. Books I-V in one volume, $3.00.

Curcio. *Cultural Graded Readers*. Spanish Series: Elementary. American Book Co. Book 1: *Ponce de León*. 1961. Book 2: *De Soto*. 1961. Book 3: *Coronado*, in preparation. Book 4: *Junipero Serra*, 1962. $.90 each.

Forrester and Loly. *Vamos a México*. D. C. Heath & Co., 1961. $1.85.

Grismer and Arroyo. *Buenos amigos, buenos vecinos*. American Book Co., 1943. $1.90.

Leavitt and Stoudemire. *¡ Vamos a leer!* Holt, Rinehart and Winston, 1944. $3.20. Reader for second and third semesters.

Rodríguez. *Cuentos alegres para principiantes*. Holt, Rinehart and Winston, 1958. $2.80.

Swain. *Rumbo a México*. D. C. Heath & Co., 1942. $3.00.

Wofsy. *Lecturas fáciles y útiles*. Scribner's, 1959. $3.35.

WRITING

In the first year, writing should be limited mainly to what the student has learned to say. Emphasis should be placed on writing complete sentences. Initial stages of writing should consist of copying, then structural substitution (change in adjectives, gender, substitution of pronouns for nouns, and later change in tense of verb.) Simple conversational sequences like those done orally may be written for practice in accuracy and correct spelling. Dictation of familiar material should be used frequently.

CULTURAL BACKGROUND

The study of cultural materials should follow a general plan which begins with the immediate environment of the pupil and the relationship of the Hispanic nations to the United States. This is an important part of the work in any year of the study of a language.

Topics should be taken up as they become pertinent through current affairs: for example, the observance of holidays and anniversaries, allusions in textbooks, the daily press and magazines, films, radio and television programs. After the first year the topics should be reviewed, amplified and enriched, both in content and development, according to the needs of the class, the individual interests of the students, and the experience of the teacher.

At all times the teacher will plan to correlate and integrate the cultural phase of language teaching with related activities in other areas of the curriculum. See also pp. 22-23.

SPANISH II

(GRADE 10)

AURAL-ORAL

The work of the first year should be continued and expanded. One needs to put constant stress on correct pronunciation and intonation through listening and speaking practice. Time should be allowed each day for some reading aloud either individually or in chorus. The teacher should strive to give students the opportunity to assume the initiative frequently in such activities as question and answer sessions in Spanish.

Electronic equipment, or the language laboratory, should be used at regular and frequent intervals to give practice in aural comprehension and structural patterns.

VOCABULARY AND IDIOMS

Vocabulary learning continues to be subordinate to and dependent on the learning of structural patterns.

STRUCTURES

The following structural items for grade 10 will comprise the remaining forms and patterns commonly used in spoken American Spanish:

Articles
- Use with
  - nouns in a general sense
  - days of the week and dates
  - abstract nouns
  - names of some countries
  - languages except after *hablar*, *de*, or *en*
  - titles
- Omission after a negative if noun is not modified
- Used instead of demonstrative pronoun with *de* or *que*

Adjectives
- Comparisons of equality and inequality
- Position and abbreviation
- Possessive—long forms

Adverbs
- Formation from adjectives
- Position
- Comparison
- Double negatives

Personal *a*

Uses of *por* and *para*

Pronouns
- Possessive
- Relative
- Interrogative
- Indefinite

Verbs
- Uses of *ser* and *estar*
- Future, conditional, present perfect, and pluperfect indicative tenses
- Future and conditional of probability
- True passive
- *Estar* with the past participle
- *Hace* with expressions of time
- Present, perfect, past, and pluperfect tenses of the subjunctive

The following uses of the subjunctive:
- In noun clauses after
  - verbs of cause
  - expressions of emotion
  - expressions of doubt
  - impersonal expressions
- In adverbial clauses after
  - conjunctions expressing future time
  - other conjunctions (para que, a fin de que, sin que, aunque, de manera que, con tal (de) que
  - *si* when contrary-to-fact
  - como si
- In adjective clauses after
  - an indefinite antecedent
  - a negative
  - whatever, however, whoever
- After *ojalá (que)* and *quizás (tal vez)*
- In softened statements *(quisiéramos)*

The following irregular verbs and all tenses of those studied in the first year:

andar
caer
haber
oír
poner
reír
salir
seguir
traer
venir

The following radical-changing verbs and all tenses of those studied in the first year:

dormir
sentir
preferir
pedir
despedirse
servir
vestir
seguir
divertirse
repetir
morir
volar
rogar

Complete the study of orthographic changing verbs

READING

The reading program in grade 10 assumes a greater importance than it did in grade 9. While most structures require audio-lingual presentation or practice at this level, pupils' reading may begin to extend beyond the structures learned in class.

These relatively mature pupils should be given reading materials which hold their interest as well as develop their reading skills. The selections should be reasonably short, within the level of learning, and authentic in expression. Short stories and anecdotes with cultural backgrounds, plays of moderate length or adaptations in authentic Spanish of famous works in the form of graded readers, usually develop interest in the country and maintain an interest in the story. Care should be taken not to select reading materials that are burdensome to comprehend. As in the entire reading program, the grasp of the content without translation into English should be the aim.

Homework assignments on the reading should be made with the purpose of developing skills in comprehension and the building of vocabulary. Stress should be placed on reading for enjoyment. Answering questions on the content, exercises involving word families, synonyms and antonyms, true and deceptive cognates, completion questions, true-false statements or matching items provide vocabulary drill and exercise in expression. The material is discussed, developed or reviewed audio-lingually in class.

Poems of simple construction may be read orally or memorized. Pupils should begin to utilize foreign materials, such as newspapers and magazines. They may own foreign language dictionaries in which the meanings of Spanish words are given in simple Spanish.

Some suggested readers for the second year:

Arjona and Arjona. *Más cuentos de las Españas.* Scribner's, 1956. $3.00.

Babcock and Rodríguez. *Cuentos de ambos mundos.* Book II of a series of graded Spanish readers. Houghton Mifflin Co., 1950. $1.00.

Barlow and Steel. *Noche Oscura en Lima.* Appleton, Century, Crofts, 1941. $1.95.

Cabot, Fanning and Gaudia. *Cuentos corrientes.* Odyssey Press, 1951. $2.00.

Cano and Cameron. *Cinco novelitas y un cuento.* D. C. Heath & Co., 1941. $3.40.

Cano and Sáenz. *Easy Spanish Plays.* D. C. Heath & Co., 1938. $2.75; paper, $2.15.

Castillo, Sparkman, et al. *Graded Spanish Readers,* Elementary Series. D. C. Heath & Co., 1961 edition. Book IV, *Adventuros de Gil Blas.* Book V, *Cervantes' La Gitanilla.* Each book, $.85. Books I-V in one volume, $2.85.

Castillo and Sparkman. *La Nela,* an adaptation of *Marianela.* D. C. Heath & Co., 1932. $2.65.

Crow and Crow. *Panorama de las Américas.* Holt, Rinehart and Winston, 1956. $3.90.

*Eoff and Ramírez-Araujo. *Zalacaín el aventurero.* Book IV of a series of graded Spanish readers. Houghton Mifflin Co., 1954. $1.00.

Grismer and Molinas. *Conquistadores y defensores.* D. C. Heath & Co., n.d. $2.40.

Huebener. *Así es Puerto Rico.* Holt, Rinehart and Winston, 1960. $2.40.

Huebener. *Grandes latinoamericanos.* Holt, Rinehart and Winston, 1943. $2.80.

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*Suitable also for third year.

Mapes and López-Morillas. *Y va de Cuento.* Ginn & Co., 1943. $3.00.
Moore and Watson. *Retratos latinoamericanos.* Odyssey Press, 1945. $1.80.
Pittaro. *Nuevos cuentos contados.* D. C. Heath & Co., 1942. $2.95; paper, $2.15.
Pittaro and Green. *Cuentos contados.* D. C. Heath & Co., n.d., $2.80; paper, $1.95.
Torres-Ríoseco. *El frijolito saltón.* D. C. Heath & Co., 1953. $2.20; paper, $1.65.
Turk. *Así se aprende el español.* D. C. Heath & Co., n.d. $3.00.
Villa Fernandez. *Por esas Españas.* Holt, Rinehart and Winston, 1945. $2.90.
Watson and Moore. *Las joyas robadas.* Odyssey Press, 1950. $1.80.

WRITING

The techniques of composition used in grade 9 are continued in grade 10. They are expanded to include more difficult forms with which pupils are audio-lingually and visually familiar. Dictation of familiar material continues. Guided writing may include answers to questions in which the structural changes are patterned after the structures of the questions. Equivalencies are written in the foreign language from English; directed composition is begun.

Example: Write a letter to your friend Charles. Ask him how he is feeling. Tell him that you are going to spend your vacation in California. Ask him if he has ever been there.

SPANISH III

(GRADE 11)

AURAL-ORAL

Model conversations and pattern drills need to be practiced in the third year for acquiring fluency of speaking and ease of understanding. The laboratory or tape-recorder should be used for pattern drills and listening practice of more advanced materials. Until correct speech has become habitual, drill must be continued. Continued speaking practice of structures arising in the reading as well as from advanced dialogue material, and increasing integration of the four skills should be stressed.

There should be frequent opportunities for students to give oral compositions on topics of current interest. Newspapers and magazines in the Spanish language can be very useful in this area.

VOCABULARY

A student should aim to increase his vocabulary by constant, careful attention to new words and idioms encountered in reading. The teacher will need to point out important idiomatic expressions and give practice in the oral and written use of them.

STRUCTURES

The grammatical structure now begins to crystallize for the student, and he should be provided with a brief outline of the commonly used structures for reference. There should be drill on weak points as they reveal themselves.

Irregular verbs

caber	traducir
satisfacer	valer

Some suggested texts for third year:

Lagrone and Romera-Navarro. *Intermediate Conversational Spanish.* Holt, Rinehart and Winston, 1961. $3.40. Disc recordings of thirteen of the fifteen conversations spaced for repetition, $7.50 plus Federal Excise tax, $.57. Tape recordings of entire Spanish text and all exercises available on loan-for-duplication or for sale. Double channel, 3¾ ips, $45.00; 7½ ips, $67.50.

Wofsy, Samuel A. *Diálogos Entretenidos.* Scribners, 1962. $3.75.

READING

In the third year, the emphasis on reading increases. Literary works of recognized merit, which insure a gradual increase in vocabulary and structure and which are of interest to pupils, and a sampling of material on different subjects, such as geography, history or science, provide the basis for most of the class discussion.

The techniques for intensive reading follow the general plan of grade 10, but more responsibility is placed on pupils for mastery of the material. Works suitable for this level might be chosen from among many types, such as collections of short stories, short novels, plays, essays, biography, history and poetry. Where a variety of types can be chosen without sacrificing progressive development in the acquisition of linguistic content, it is suggested that works in several forms be selected.

Experience in listening to recordings of the material made by native speakers enhances the appreciation of the literature and lays a basis for increased audio-lingual development.

The study of literary works is supplemented by experiences with a variety of reading types from foreign newspapers, magazines and pamphlets. Careful choice of this material for interest and ease of understanding should be made. Selections should contain useful vocabulary and provide for enjoyment as well as increase in reading power. Current events, sports and theater news, advertisements, features, editorials in simple language, short stories and anecdotes, magazine articles on different phases of contemporary life may be selected (homemaking, the style industry, travel, sports, moving pictures, biography and government). Class discussion or oral reports may follow the reading. The reading on this level increases in tempo. It is intensive, extensive and supplementary. Extensive reading increases; supplementary reading is required in Spanish. The use of short Spanish dictionaries which give Spanish equivalents is extended.

Some suggested Spanish readers for third year:

*Alarcón. *El sombrero de tres picos*, ed. by Hespelt. D. C. Heath & Co., 1958. $2.75. Paper, $2.15.

Alpern and Martel. *Cervantes' Aventuras de Don Quijote*. Houghton Mifflin, 1935. $2.96.

Castillo, Sparkman, et al. *Graded Spanish Readers*. Intermediate Series, Books VI-X. Intermediate Alternate, Books VI-X. D. C. Heath & Co., 1961. Available separately, $.95 each. Books VI-X in one volume. Intermediate Series, $3.25. Intermediate Alternate, $3.40.

García-Prada and Wilson. *Tres cuentos*. Houghton Mifflin Co., 1959. $1.35.

Leavitt and Stoudemire. *Tesoro de lecturas*. Holt, Rinehart and Winston, 1956. $3.90.

Miller and Forr. *First Readings in Spanish Literature*. D. C. Heath & Co., 1942. $2.60.

Stoudemire. *Cuentos de España y de América*. Holt, Rinehart and Winston, 1942. $2.60.

Ugarte. *España y su civilización*. Odyssey Press, n.d. $3.00.

WRITING

The writing of grade 10 continues and is expanded. Dictation of familiar patterns is replaced by dictation of recombinations of familiar patterns into new contexts. Letter writing is part of the program. Controlled writing is done in such ways as:

- Rewriting sentences to vary the sentence structure.
- Rewriting paragraphs in a different person or tense.

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*Suitable for second semester of third year or for fourth year.

- Changing the form of writing; for example, from dialogue to story; from story to letter; from narration to dialogue; combining several dialogues into a story; summarizing, using the expressions selected from the passage.
- The writing in the foreign language of equivalencies of English expressions.
- Directed composition from English or the foreign language.

SPANISH IV

(GRADE 12)

AURAL-ORAL

The program at this level follows the general pattern of that for grade 11. There is much greater freedom. Content is extended and should be studied at a faster pace. The major stress is on reading and writing. Hearing and speaking skills are to be maintained, further developed, and refined, with correct expression the goal.

Class, group, and individual learning activities are an important part of aural-oral work at this level. The use of oral reports on topics of special interest to the individual student becomes increasingly significant. Oral résumés, explanations, criticisms, and questions concerning materials read are important in learning. Panel discussions with student leaders are good learning experiences and help to establish skill in language usage.

STRUCTURES

Continued speaking practice of structures arising in the reading and increasing integration of the four skills should be stressed.

READING

In the final year of the four-year sequence, the reading is the most important component of the course and provides the basis for most of the audio-lingual activity and for writing.

The emphasis in reading should continue to be on cultural information and on literary values, with increasing attention to style and form. The aim should be to prepare students to read literature in its original, unsimplified form. It is best to study individual works and authors of clearly established significance, with a variety of forms and styles represented and their differences rather fully discussed. The recent and contemporary should be given fuller representation than earlier periods whenever feasible. All reading should be authentic in expression and content, intellectually mature and substantial. It should be chosen because it will make a definite contribution, intrinsically as well as linguistically, to the student's acquaintance with the Hispanic language and civilization. These ideals do not exclude imagination, humor, wit, or lightness of touch.

The reading of literature may be intensive, extensive, and supplementary. Reference to a history of Spanish and Latin American literature may be made.

Some suggested readers for the fourth year:*

Batchelor. *Cuentos de acá y de allá.* Houghton Mifflin, 1953. $2.75.
Castro. *Iberoamérica,* third edition. Holt, Rinehart and Winston, 1954. $4.75.
Crow. *Cuentos hispánicos.* Holt, Rinehart and Winston, 1939. $3.40.
Pattee, Richard. *Introducción a la civilización hispanomericana.* D. C. Heath & Co., 1948. $3.75.
Sanchez-Silva. *Marcelino pan y vino.* Oxford University Press, 1961. $1.95. (ed. Mulvihill and Sánchez)
Turk and Brady. *Cuentos y comedias de América.* Houghton Mifflin Co., 1950. $2.75.

WRITING

The controlled composition of grade 11 advances to free composition. Controls are gradually lessened as students demonstrate ability. Summaries are written in pupils' own words. Letter-writing on a variety of subjects continues as part of the program. Compositions and reports are written on civilization and literature. Forms used only in the written language are included.

You can Buy anything, anywhere in the world in your own language, but you can't Sell.—Albert Legrand (UNESCO)

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*See also those listed for third year.

BIBLIOGRAPHY

Aural and Audio-Visual Materials

For films, filmstrips, recorded tapes and discs, and integrated programs in each language, see *MLA Selective List of Materials*. Modern Language Association Foreign Language Program Research Center, 70 Fifth Ave., New York 11, N. Y., 1962. $1.00.

For addresses from which one may obtain materials see the section on "Instructional Materials" in *Modern Foreign Languages in Secondary Schools, a Bibliography*. State Department of Public Instruction, Raleigh, North Carolina, 1962. Gratis.

FRENCH

O'Brien and LaFrance. *New First-Year French*. Tapes, Form A, for classroom and laboratory use, with pauses (21 5" reels, ¾ ips, double-track), set including Teacher's Guide and recorded text. $73.50.

New Second-Year French. Tapes, with Teacher's Guide and recorded text. $120.00.

New First-Year French. Records covering first ten lessons only. (3 10" LP 33-1/3 records). $7.50.

Pond and Peyrazat. *Quick-Change Audio-Drills in Fundamental French*. Regents Publishing Company, Inc., 200 Fourth Ave., New York 3, N. Y. Set of recorded tapes for classroom or laboratory. Teacher's book contains instructions and drill scripts. $98.50.

GERMAN

Mathieu and Stern. *Quick-Change Audio-Drills in Fundamental German*. Regents Publishing Company, Inc., 200 Fourth Ave., New York 3, N. Y. Set of recorded tapes for classroom or laboratory. Teacher's book contains instructions and drill scripts. $98.50.

SPANISH

Jarrett and McManus. *El Camino Real*, Book I. Complete audio program consists of pre-text dialogues, chapter dialogues, pattern drills, and teacher's guide, on tapes or on records. $45.00. Student's practice records (seven 7-inch LP records), $3.19 per set.

El Camino Real, Book II. Complete audio program includes listening and speaking and pattern drills, on tapes. $195.00.

Dixson, R. J. *Quick-Change Audio-Drill in Fundamental Spanish*. Regents Publishing Company, Inc., 200 Fourth Ave., New York 3, N. Y. Set of recorded tapes for classroom or laboratory. Teacher's book contains instructions and drill scripts. $98.50.

Books and Bulletins for the Teacher

Brooks, Nelson. *Language and Language Learning.* Harcourt, Brace, and World, Inc., N. Y., 1961. 237 p. $2.80. A review of the theoretical and practical aspects of the new mode of learning languages. Contains very helpful discussion with illustrations of methods, materials, and tests.

Holton, King, Mathieu & Pond. *Sound Language Teaching.* University Publishers, N. Y., 1961. 249 p. $5.50. Part III (pp. 177-227), by Karl S. Pond, is of special interest to teachers wishing specific information on laboratory materials, pattern drills, and oral testing. Part I discusses laboratory specifications and administration. Part II covers basic types of practice for the laboratory.

Huebener, Theodore. *Audio-Visual Techniques in Teaching Foreign Languages.* New York University Press, 1960. 163 p. $3.25. A very practical book containing suggestions for the use of simple visual materials as well as the audio devices and the language laboratory. The appendix gives lists of recommended films, filmstrips, and recordings.

Huebener, Theodore. *How to Teach Foreign Languages Effectively.* New York University Press, 1959. 198 p. $3.00. The book provides practical aids for the teacher of modern foreign languages. Various methods of instruction are described with numerous illustrations, examples, model lessons, suggested procedures, games and devices.

Hutchinson, Joseph C. *Modern Foreign Languages in High School: The Language Laboratory.* Washington, D. C. USOE Bulletin No. 23, 1961. 85 p. Thirty-five cents. Contains helpful information for selecting and operating language laboratory equipment.

Kirk, Charles F. *Successful Devices in Teaching Spanish.* J. Weston Walch, Box 1075, Portland, Maine, n.d. $2.50. Descriptions from several teachers of techniques used.

Marty, Fernand L. *Language Laboratory Learning.* Audio-Visual Publications, Box 185, Wellesley, Massachusetts, 1960. 265 p. $3.75. Contains a description of a basic French course giving equal importance to the audio-oral and spelling-reading skills.

Ministère de l'Education Nationale. *Le Français Fondamental.* (lerDegré et 2e Degré) Chilton Co.—Book Division, 1959. $.75 each.

Modern Language Association of America. *Selective List of Materials.* Contains evaluations of nearly two thousand items, textbooks, reference books, films, dictionaries, discs, tapes, and other teaching aids, each evaluated in accordance with elaborate criteria which are printed in the volume. Copies may be had from the Modern Language Association Foreign Language Program Research Center, 70 Fifth Avenue, New York 11, N. Y. $1.00.

O'Connor, Patricia. *Modern Foreign Languages in the Secondary School: Prereading Instruction.* Bulletin 1960, No. 9, U. S. Department of Health, Education, and Welfare, Office of Education, Washington 25, D. C. 50 p. 25 cents. Contains helpful suggestions to teachers who are preparing to try an aural-oral approach in first year language teaching.

Sister Georgiana. *Successful Devices in Teaching French.* J. Weston Walch, Box 1075, Portland, Maine. 1957. $2.50. n.d. Devices, techniques, and supplementary class material.

Stack, Edward M. *The Language Laboratory and Modern Language Teaching.* Oxford University Press, New York, 1960. 149 p. $3.95. The book provides specific descriptions of techniques and procedures for the classroom, language laboratory, and collateral activities.

Starr, Thompson & Walsh. *Modern Foreign Languages and the Academically Talented Student.* National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1960. 89 p. $1.00. Report of a conference sponsored jointly by the National Education Association Project on the Academically Talented Student and the Modern Language Association of America, Foreign Language Program. Discounts on quantity orders: 10 per cent on 2-9 copies and 20 per cent on 10 or more copies. Available also from the Modern Language Association of America, Foreign Language Program Research Center, 70 Fifth Avenue, New York 11, N. Y. Contains excellent suggestions for curriculum improvement for all pupils.

Wagner, Rudolph E. *Successful Devices in Teaching German.* J. Weston Walch, 1959. $2.50.

Books In English

A number of good books for the teacher and for the school library are given in the *MLA Selective List of Materials* under "Books of Culture and Civilization" for each language and also in Appendix 1. The list is especially good for books on Latin America. A few books not on the MLA List that are of interest to students are given below:

Cadoux, Remunda. *Getting to Know France.* Oxford Book Co. 1959. $2.00. Paper, $1.10. For both junior and senior high school students. "The book emphasizes those aspects of France and its culture which are of particular importance for young Americans today." (from the Preface by the author)

Courthion, Pierre. *Paris in Our Time: from Impressionism to the Present Day.* Part of the series *The Taste of Our Time.* Albert Skira. World Publishing Co., Catalogue No. 4029. $6.50. 70 plates in full color.

Huebener, Theodore. *La Douce France: An Introduction to France and Its People.* Holt, 1940. $3.00. A reader in English, dealing with the high points in the history of French civilization.

Leymarie, Jean. *Impressionism.* Volume 1 and 2 in the series *The Taste of Our Time,* Albert Skira, 1959. World Publishing Company. Catalogue No. 4024 and 4025. $6.50 each. Small art books (6¼ x 7 in.) containing 50 to 60 plates in full color. Books on individual French artists, Cezanne, Degas, Gaugin, Lautrec, Manet, Monet, Picasso, Renoir and others are available in the same series. Price $5.75 each.

Ogrizek, Doré, ed. *France, Paris, and the Provinces.* McGraw, 1948. $7.50. (World in Color Series) A beautifully illustrated book which gives historical, gastronomical and travel information.

Ogrizek, Doré, ed. *The Paris We Love.* (World in Color Series) McGraw, 1951. $7.50. A companion to *France, Paris, and the Provinces.*

Raymond, Ernest. *Paris, City of Enchantment.* Macmillan, New York, 1961. $5.00. Well illustrated with photographs and line drawings, the book gives many of the legends and stories of the past that make the Paris of today more interesting.

Ogrizek, Doré, ed. *Western Germany.* (McGraw Pocket Travel Guides) McGraw, 1955. $2.95.

Wohlrabe, Raymond A. & Werner Krusch. *Land and People of Germany.* Lippincott, 1957. 118 p. (Portraits of the Nations Series) $2.75. "The authors, who have traveled extensively in Germany, describe the Germany of the present and the past, her people, and their contributions to the world." (Retail Bookseller)

Crew, John. *Mexico Today.* Harper, 1957. $5.00. "Art, industry, education, and political development are traced from its ancient roots to the present day in this interpretation of the main currents of Mexican life. Daily life in the villages is contrasted with that in the cities, and current social changes are described." (Library J.)

Goetz, Delia. *Other Young Americans: Latin America's Young People.* Morrow, 1948. $3.50. The everyday life of Latin-American young people presented with understanding and humor.

Huebener, Theodore, and Emilio L. Guerra. *Getting to Know Spain and Latin America.* Oxford Book Co., 1957. $1.80. Paper, $1.00.

Ogrizek, Doré, ed. *Spain and Portugal.* (World in Color Series) McGraw, 1953. $7.50. The history, the culture and the customs of Spain and Portugal are described in this beautiful illustrated travel book.

Rothery, Agnes Edwards. *Central American Roundabout.* Dodd, 1944. $2.75. Emphasizes the people and the culture, rather than the history, of the six republics of Central America.

Some Suggested Books For Foreign Language Clubs

Birkmaier, Emma M. *German Club Manual.* Thrift Press, 1949. Paper, $.80.

Canciones Pupulares and *Canciones Populares de España y de México.* Thrift Press, 1935. $.35 each.

Chantons and *Chantons Encore.* Gessler Publishing Co., $.50 each.

Denenholtz and Sammartino. *Accent on France.* D. C. Heath & Co., 1940. $2.80. A reader in English on French civilization and an activities manual. Valuable for French Clubs.

Deutsches Liederbuch. (32 songs with music) Thrift Press, n.d. $.30.

Dubois and de Sales. *Mots Croisés Faciles.* Banks Upshaw & Co., $.60.

German Christmas Songs. Thrift Press, n.d. $.25.

Jarrett. *Sal y Sabor de México.* Houghton Mifflin, 1944. $3.08. Stories, dialogues, and playlets suitable for presentation in Spanish clubs.

Luce. *Vamos a cantar, Songs of Spain and the Americas.* D. C. Heath & Co., 1935. $1.35.

Ramboz. *Spanish Program Material.* Banks Upshaw & Co., 1954. $2.40.

Roach. *Spanish Club Manual.* Banks Upshaw & Co., 1948. $2.00.

Rodriguez. *Crucigramas Fáciles.* Banks Upshaw & Co., 1958. $.60.

Saynettes Comiques and *Scenettes Dramatiques.* Gessler Publishing Co. Short, amusing, action-filled skits. Minimum order is four copies of either series at $2.00. Additional copies, $.50.

Vigneras. *Chansons de France.* D. C. Heath & Co., 1962. $.75.

Vogan. *Merry-Go-Round of Games in Spanish.* Banks Upshaw & Co., 1955. $.60.

Williamson, Annabel M. *Wir spielen Theater.* D. C. Heath & Co., 1959. $.90. Contains six short and very easy plays which can be put on in class without scenery or properties.

Language opens doors that look out on the horizons of the world.